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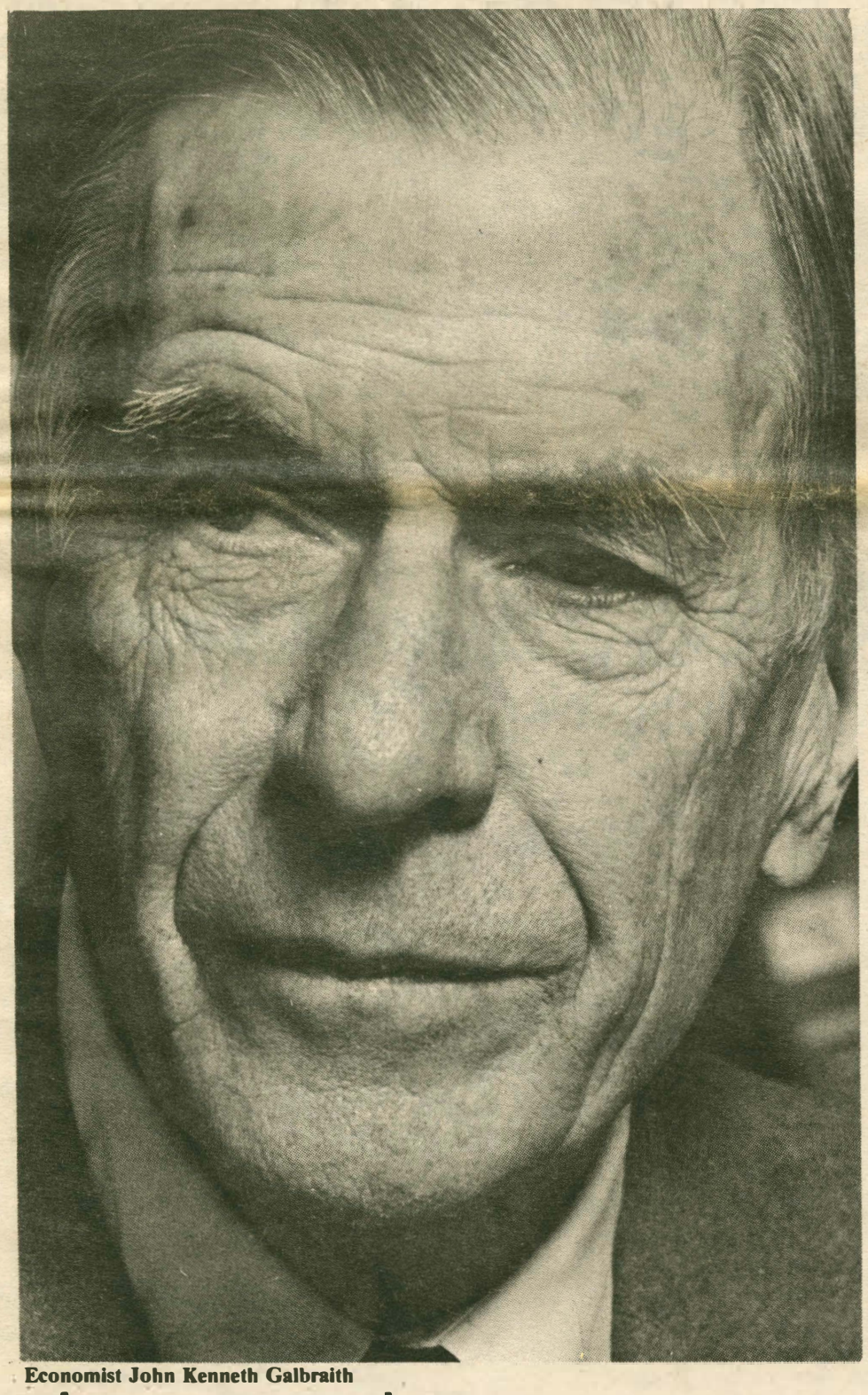
The Hamilton College
Spectator
Clinton, New York 13323

Leading economist Galbraith to lecture



Economist John Kenneth Galbraith

John Kenneth Galbraith, a leading economist and author, will deliver a public lecture at Hamilton College on Monday, May 2, at 8:30 pm in the College Chapel. Galbraith's topic will be "Capitalism in the Age of Organization."

John Kenneth Galbraith is the Paul M. Warburg Professor of Economics Emeritus at Harvard University. He earned a Ph.D. in economics from the University of California, was a Social Science Research Council fellow at the University of Cambridge and has held teaching positions at California and Princeton in addition to Harvard.

Galbraith was deputy administrator of the Office of Price Administration in the early 1940s and principally organized the wartime system of price control, which he headed until 1943. He later held other public offices and was awarded the Medal of Freedom by President Harry S. Truman.

An early supporter of John F. Kennedy, Galbraith also served on the campaign staff of Adlai Stevenson in 1952 and 1956. He was the chairperson of the Economic Advisory Committee of the Democratic Advisory Council from 1956 to 1960 and served on Kennedy's 1960 convention staff. Galbraith was the U.S. ambassador to India from 1961 to 1963 and has played an active role in the formation of economic policies of the American government.

A former editor of *Fortune* magazine, Galbraith also has written many books, his most recent being his memoirs *A Life in Our Times*. Other well-known titles include *The Affluent Society*, *The New Industrial State* and *The Age of Uncertainty*. His books are used in economics, business and American politics courses in colleges and universities throughout the country and around the world.

There will be no charge for admission to Monday's lecture, which is sponsored by the Hamilton economics department, the Root-Jessup Public Affairs Council, the Hamilton Lecture Fund, and the Procter & Gamble Fund. There willl also be a reception following the address in the Bristol Campus Center to which all are invited and a press conference on Tuesday, May 3, in the Dwight Lounge at 10:30 am.

Awareness seminar enlightens many

by Beth Softness

On Saturday, April 23, Charles H. King, president of the Urban Crisis center in Atlanta, Georgia, conducted a Race Awareness Seminar at the Bristol Campus Center. The seminar, sponsored by the Black and Latin Student Union and the Root-Jessup Public Affairs council, was attended by students from Hamilton and other local colleges and a few administrators. Sandy Smith, coordinator, had hoped that more administrators and faculty would attend but feels that the four-hour time committment might have scared some people away — especially on an unusually sunny weekend.

Before the seminar began, King elaborated on the importance and difficulty of confronting racism in the '80s. King conceded that "racism will never be eliminated, but it can be diminished." Although a college campus offers the potential of minimizing racism in the future, King described

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Theater and Dance shakedown discussed

by Tom Randolph

The opening tonight of the theatre and dance department's spring production, *The Waste Land*, directed by visiting instructor Zbigniew Cynkutis, comes at a time when the role of the performing arts on the Hill is being debated by Hamilton's administration and faculty.

On April 4, the administration questioned the necessity of three of the faculty positions in the theatre and dance department: beginning dance instructor, currently held by Barbara Rinaldo; visiting director, presently Cynkutis; and technical director and designer, held by Joe Rusnock.

In a department that only consists of a department head, two directors, one designer, and three dance instructors, logic dictates that a theatre major becomes an impossibility, and a dance program and major become tokens in a department of only one director and two dance instructors.

Recently, the department convinced the president and dean of the college that because dance classes are already overcrowded, eliminating one-third of the eligible

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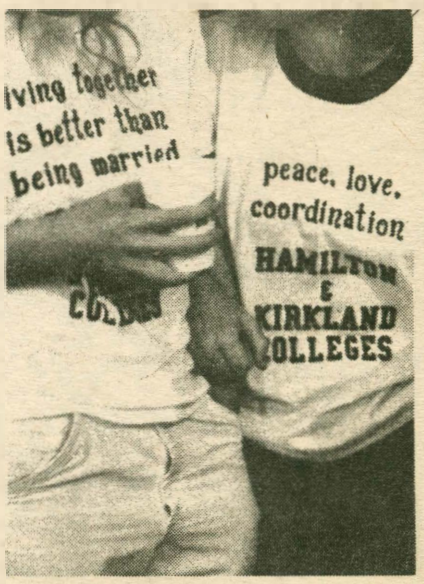

News beyond College Hill

Schultz visits Middle East

Secretary of State George P. Schultz has begun his mission in the Middle East where he hopes to reach an agreement concerning the withdrawal of Israeli troops from Lebanon. Shultz has agreed to shuttle back and forth between the two nations as needed.

Upon entering Cairo, Egypt, Schultz met with Philip C. Habib and Morris Draper, American Mideast envoys, to discuss negotiating tactics. Schultz feels that an agreement is possible and plans to work as long as possible to reach one. He explained, "I'm prepared to work at it as long as it seems there's a chance to accomplish something."

Schultz also hopes to reach an agreement which would set a timetable for the departure of Syrian, P.L.O., and Israeli groups from Lebanon and desires that King Hussein of Jordan would join American-sponsored negotiations.

People trapped in cave

Six men and two women became trapped in a Kentucky cave as water levels rose rapidly after a sudden rainstorm. Rescuers found a handwritten note saying that the people are alive and in good condition. The rescuers continued to search for a manner in which to reach the people.

Hitler's diary

Controversy arose concerning the authenticity of 60 volumes of Adolf Hitler's diary which have been recovered. Historians' views continue to change as new evidence becomes known.

Hugh Trevor-Roper, a British historian who originally believed the diary to be authentic, has developed doubts. He explains that a misunderstanding concerning the man who found the volumes caused the change of view. He stated, "I am not saying they are not genuine. I am saying they cannot be pronounced genuine." The *London Times* has refused to publish the diary until its authenticity is verified.

Historians are investigating the possibility that European nations forged the diary to manipulate history and undermine West Germany's relations with its allies.

Chimp drawings cause court battle

A four-year court case concerning the ownership of drawings produced by a chimpanzee recently ended. The parties countersued for damages.

A Columbia University graduate student conducted a project in which he compared the drawing ability of a chimpanzee, Nim Chimpsky, with that of a child. The chimp produced 200 drawings. A professor of psychology at the university described the drawings as possessing "some sense of shape and balance of color."

After completing the project the student kept the drawings. Columbia took him to court and asked for $25,000 for the drawings and $250,000 in punitive damages. The student wanted $250,000 from the school. The judge awarded no payment to either party but required the student to make the drawings available to the school for 78 days in which time they could be reproduced. Columbia never received the drawings and brought the case to court again. The judge agreed to name a new date for the drawings to be made available.

News on other campuses

Divestment protests

Several New England colleges recently held protests concerning the divestment of college funds in corporations that conduct business in South Africa. The students voiced their objection to the practice of apartheid.

Students held a silent vigil at Amherst College in order to influence the trustees who have yet to decide the issue. The South African Support Committee of Amherst Developing Dialogue organized the event. They described it as "a show of concern, not a confrontation."

The Williams College trustees have refused to divest as they feel that they should not make a political statement. Students held a silent vigil in response. A vocal protest occurred at Wesleyan University following a discussion between students and Trustees.

Rumors spread to Secret Service

The Secret Service investigated false rumors that *The Oswegonian,* the SUNY Oswego newspaper, had been counterfeiting. The rumors began when a local disc jockey was searching for a story.

A WOCR radio station disc jockey noticed a hole in a page of *The Oswegonian* and a nearby photograph of a pile of money and connected the two. He called the Secret Service who sent an agent because they are required to investigate suspicion of counterfeiting. The disc jockey has been suspended after airing the story against the management's orders.

An April Fool's Day issue meant solely as a joke added to the dilemma. It contained an editorial which suggested that the school should print money to solve the budget problems. *The Oswegonian*'s editor-in-chief jested, "As a public service I am issuing a warning: do not accept any currency that is black and white, printed on newsprint, and has part of a PPB advertisement on the flip side. I know it may be hard to distinquish the facsimile from the real McCoy. After all, that's why we have the Secret Service in the first place." Despite her lightheartedness she stressed that one must condemn the "callous disregard for preservation of truth and journalistic integrity" which WOCR demonstrated.

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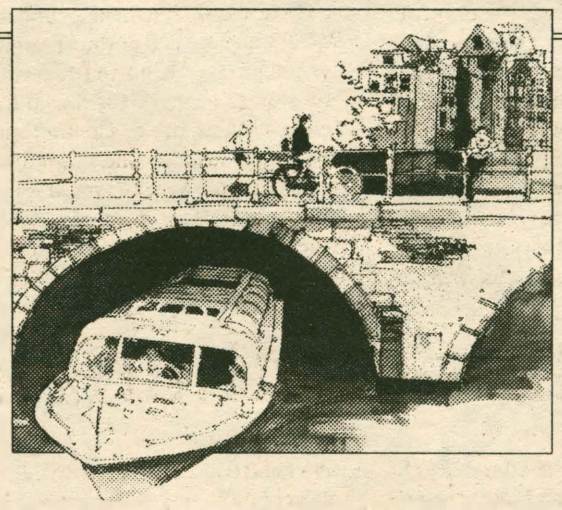

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Racial seminar brings awareness

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students as "lazy, apathetic and accepting things as they are." King believes that "the spirit that had previously gripped whites and blacks is gone because targets are not visible." While individuals may be concerned with battling racism, a movement is virtually non-existent. King accused the Reagan administration of being a "glamorous, hypocritical, flag-waving administration." The combination of student apathy and the current conservative administration does not provide a conducive atmosphere for fighting racism. Promoting awareness, however, is essential and must be a continual active process if racism is to be diminished.

King describes racism as "an institutional practice utilized for the benefit of the majority. The majority will institute programs that will benefit them without any sensitivity to the needs of minorities." King asserted that "minorities should not have to suffer because of the needs of the majority," and that the minority must get the attention of the majority by any means necessary including psychological, emotional, and economical but excluding violence. In his book, *Fire in My Bones*, King explains that "blacks must speak out with fire, otherwise whites will not pay attention." For the past thirteen years King says that he has been "emphasizing his blackness, speaking out, looking whites in the eye, and saying "I'm the same as you."

At the start of the Awareness Seminar King predicted that some participants might be temporarily offended but not hurt. King also said that the problem with whites is that they tend to intellectualize; by intellectualizing, whites avoid the issue. Unfortunately, explained King, "There is no intellectual way of getting rid of racism." As the seminar progressed both of King's predictions came true. King immediately informed the panel of 23 students and administrators and the audience that it was necessary to abide by five rules: to be honest, to remember that the discussion concerned blacks and whites in urban America, to refer to no personal experiences, to be willing to participate, and to be willing to make a four-hour time commitment.

For the first half of the seminar King's goal was to make whites feel the oppression and loss of dignity that blacks must contend with on a day-to-day basis. King forced the audience to abide by his rules. These rules were designed to be analogous to the constraints that white society places on the black minority. If a member of the panel or the audience broke a rule, King lashed out at the participant, made him or her correct the error, and forced the person to feel the anger, hurt, and frustration that blacks feel when they are constantly compelled to abide by the rules established by a white society which are intended to enhance white power.

An interesting problem that the white participants had was that many would not refer to themselves as "white." During the session the room was under "black rule"; therefore whites were theoretically the oppressed race. Normally whites rarely have to deal with themselves as whites, but under these new rules it was essential for whites to identify themselves as white. Because blacks are the minority, they must constantly identify themselves as black. On Saturday, whites could no longer make the assumption that they "just are."

At one point, one member of the audience was guilty of "intellectualizing." King's reaction was powerful; he wanted the panel to understand the hurt blacks feel everytime someone intellectualizes racism because in doing so they are avoiding the issue and not admitting that racism exists. During this outburst many people were upset. For some whites this moment was enlightening; they finally became aware of the pain blacks constantly suffer as a minority.

Throughout the day, King emphasized certain aspects of racism. "Institutionalized racism successfully oppresses and dehumanizes the minority for the sake of the institution: institutions tend to perpetuate themselves. King said that unless the process is actively disrupted, the attitudes of whites will persist at the expense of the blacks and other minorities. Eventually blacks will react with hostility, hate, and confusion toward a society which denies them their identity and dignity. During the discussion of prejudice King concluded that everyone is prejudiced; prejudice is after all a preference and each person has his or her own preferences. An important distinction is, however, that while blacks cannot affect whites with their prejudices, whites can affect the jobs, housing, education and social activities of blacks — essentially every aspect of their lives. The audience broke up into discussion groups and talked about the relationship of sexism to racism. King also mentioned the condition of Latins in America; he stressed the point that Latins at least have an identity.

By the end of the seminar, King had stirred emotions and forced the audience to deal with racism head on. The experience was tiresome but valuable since for the first time many whites had at least reached an awareness and an understanding of the position of blacks in society. King left on an optimistic note and encouraged Hamilton to form a Race Awareness Committee on campus to continue to promote awareness throughout the year. Many students were impressed and moved by King's seminar; thus, Smith plans to organize a two-day seminar early next fall.

Seminar on social change

Tired of those career seminars which focus only on the "traditional" fields — i.e. business, law and medicine? This weekend the Career Center is sponsoring a conference entitled "Seeking Alternatives: Working in Social Change" which will examine all aspects of a life devoted to the social services. The first session begins tomorrow at 1:00 pm in the Red Pit and KJ 220.

Says Diana Titch, co-coordinator of the conference: "It's a chance for those interested in social services to talk with many who have devoted themselves to this area." Informal discussions will cover such problems as how to cover living expenses while often working for little pay, how to become actively involved in certain organizations and how to deal with the "burn-out" tendency. The organizers, Titch, John Trapold, Amy Boyd and Betsy Adams, hope that the sessions will become vehicles for information about the social services.

Each participant in the sessions brings a different view and focus — from the peace issues, minority rights and community actions to women's rights, food cooperatives and psychiatric care. Three Hamilton graduates and a Kirkland graduate will appear. Rick Bruns, '77, is the president of the Gay Community *News* Board of Directors; Jon Forster, '76, is a human rights specialist for the N.Y.C Commission on Human Rights; Neil Rone, '77, is an attorney for N.Y. and is acting as an advocate for psychiatric patients; and Gail Weinstein, K'77, is organizing a craft co-op/Women's Collective for refugee women in Philadelphia.

Three discussions, each conducted in the Red Pit and KJ 220 at the same time will occur tomorrow: "Choice Process: How does one choose to work for Social Change" at 1:00; "Maintaining Committment: How does one sustain one's committment to Social Change Work" at 2:45; and "Issues of Survival: How does one put together a 'career' in Social Change" at 4:30. These sessions are open discussions with questions to the participants strongly encouraged.

Department changes

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teachers would be counter-productive. The positions of the director and the designer remain, however, quite dubious.

The shift in the administration's policy only underlines the ambivalence that has faced performing arts at Hamilton since Hamilton and Kirkland merged such a short time ago. The department never had complaints about the funding it was granted, and just this year the administration established an alumni committee to conduct a semi-annual study of the cultural events on Hamilton's campus.

Yet on the other side of the coin, it took a great effort by the department to persuade the college to create the position of technical director and designer that the administration is now considering discarding. The man who finally took this position, Rusnock, has virtually rebuilt the interior of Minor Theatre in his four years here, and has thus made his post very difficult to abandon or replace.

So the question the administration needs to answer is what role it wants the performing arts to play on campus. The department's theatre side has few majors, and small classes require extensive funding. The dance side is not as expensive, but stroke-for-stroke the department still is not cost-effective.

Faced with this reality, the administration must soon clarify whether it intends to support art for art's sake, or as a culture enhancer for the future politicians and lawyers of the world. Financial support from the government and private sector is waning severely, and if Hamilton is going to follow its pre-professional trend in an effort to produce successful career persons, theatre and dance is a risky concentration to support.

The fact that the administration proposed terminating one dance position at the end of this semester, but three weeks later recreated the position, is evidence that a clear performing arts policy does not exist. The current atmosphere of anxiety has already discouraged two potential students from attending Hamilton, and the ability to correct this direction lies with the administration to make public its fine arts intentions.

ELECTION RESULTS

CONSTITUTIONAL CHANGE PROGRAM BOARD	Approved
	Bill Pratt '85
	Steve Reynolds '84
	Beth Softness '84
HONOR COURT	
senior	Andy Spence
junior (acclamation)	Steve Durfee
	Carla Miraldi
sophomore	Ann McLuskey
JUDICIARY BOARD	
senior	Bob Moore
	Jon Magruder
	Kevin Garvin
junior	Patti Meyer
	Chris Soltis
	Andy Smith
	Matthew Harding
sophomore (acclamation	William Ernstrom
with one post to be filled)	Jeff Glauber
IDC CO-CHAIR	Alex Mucelli
	Jim Fornshell
STUDENT ASSEMBLY	
senior (acclamation	Dave Dirvin
with one post to be filled)	Greg Lombardi
junior (acclamation	Ann Hausmann
with two posts to be filled)	
sophomore	Mary Gina Trevisani
	Polly Adema
	Meredith Emerson
	Chris Hoopes
OTHER	
Elected Graduation Speakers	Chip Bristol
	Julie Parker
Yearbook Editors	Mark G. Russoniello
	Edmund J. Trepacz
BLSU	
Chairperson	Lorne Richardson
Master of Information	Kenderly Meadows
Minister of Social Affairs	Jeanine Mane
Black Co-Cultural Minister	Lisa Mane
Latin Co-Cultural Minister	Christine Greene

Harassment grievance procedures

I have placed on reserve in the Library and in the Dean's Office several copies of a revised version of "Sexual Harrassment Grievance Procedures." This is a revision of an earlier document which the Committee on Co-Education made available to you. In making its revisions the Committee took into account comments made by members of the community in response to the earlier document.

I am very favorably disposed towards the Committee's proposals, and I am inclined — with the concurrence of the Board of Trustees — to accept and implement them. However, before doing that, I wanted to give you an opportunity to review the revised document and to bring to my attention any major problems you see with what the Committee has proposed. I will be discussing this matter with the Trustees on Friday and Saturday, May 6 and 7, and I would appreciate having your comments, in writing, before then.

—J. Martin Carovano

Hamilton College affirms the principle that its students, faculty, and staff have a right to work and study without being subjected to sexual harassment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individuals' employment or academic status, (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or educational environment.

Individuals who have been harassed as defined above because of their sex or sexual preference have recourse to the formal and informal grievance procedures of the College through the Sexual Harassment Grievance Board.

Composition of the Sexual Harassment Grievance Board:

The Sexual Harassment Grievance Board is composed of six members appointed by the President to staggered terms of two years each. The President shall select board members for their sensitivity to the issues the board deals with and the respect they command among students, staff, and faculty of the College. All members of the community may nominate individuals for board membership provided the nominees are willing to serve if appointed. Before appointing new members the President shall consider the individuals who have been nominated and shall consult with the current members of the board. At least one member of the board will be a tenured faculty member and at least one a student. Ideally the board will be composed of equal numbers of men and women.

The President shall appoint new members to the board before the final week of classes of the spring term. During the final week of classes the outgoing chairperson of the board shall call a meeting of new and continuing members, who will elect a chairperson. The terms of new board members shall begin at this meeting.

Function of Board Members:

1. Counsel and Information:

A member of the community may talk with any member of the board about sexual harassment. Complainants may, if they wish, have a friend or advisor accompany them when they discuss a problem with a board member.

Board members will talk with and advise those who believe they have been sexually harassed, and will provide information about the review procedures and their possible outcome. A board member may encourage an individual to talk directly with the person whose behavior has given rise to the complaint.

A board member shall not discuss a complaint with other members of the board without first obtaining the complainant's permission. Provided the complainant agrees, a board member may discuss a complaint with other board members, but will identify the complainant only if he or she authorizes such identification, and will identify the person complained against only if the complainant agrees to be identified. A board member will not discuss a complaint with anyone who is not a member of the board except as specified below in connection with informal mediation or formal review of a complaint.

2. Informal Mediation:

A board member who engages in informal mediation will try to facilitate understanding of the nature of the complaint by the person against whom it is lodged, to clear up misunderstanding, and to resolve the complaint without publicity. Mediation is particularly appropriate in cases in which the person against whom a complaint is lodged is unaware that his or her behavior has caused offense. In such cases, mediation may result in the complainant recognizing that no offense was intended, and the person against whom the complaint is lodged recognizing that offense, though not intended, nevertheless occurred.

A person who wishes a board member to act as mediator should ask a member of the board other than the chairperson to serve as mediator. A board member who judges that a complaint does not warrant mediation may decline a request to mediate. In such cases the complainant may ask another board member to mediate. A board member who considers himself or herself unsuitable to act as a mediator because of his or her particular relations to the person against whom the complaint is lodged shall explain this to the complainant and suggest that the complainant ask another board member to serve as mediator.

A person seeking mediation must agree to be identified to the person against whom the complaint is lodged. A board member who agrees to mediate shall begin mediation efforts promptly, and shall report the results of mediation promptly to the complainant.

A mediator may talk about a specific case with other members of the board only with the permission of the complainant, and will identify the person against whom the complaint is lodged only if the compainant agrees to be identified. A mediator may discuss a case with a person who is not a board member only with the mutual consent of the complainant and the person against whom the complaint is brought.

No written records shall be kept of mediation activity except those needed for the board's annual report, described below. Records kept for this purpose shall not mention the names of individuals or identifying details of any case.

Since mediation need involve only the mediator, the complainant, and the person against whom the complaint is brought, it provides complainants with help in handling a difficult situation, yet it subjects both the complainant and the person against whom the complaint is lodged to no public attention.

3. Formal Complaints:

In the case of more serious complaints, or if mediation is unsuccessful, a complainant may wish to lodge a formal complaint and have it brought to the attention of an officer of the College.

Individuals who wish to lodge a formal complaint should do so soon after the occurrence of the action that gave rise to the complaint, so that the persons involved can be expected to remember clearly what occurred. In no case may an individual file a complaint more than one year after the occurrence of the event complained of.

A person who wishes to lodge a formal complaint should contact the chairperson of the Sexual Harassment Grievance Board. A formal complaint must be lodged in writing and be accompanied by a detailed signed statement of the nature of the complaint. The complainant shall submit the statement of complaint to the chairperson of the board, who shall give copies of it to the person complained against and the appropriate officer of the College. The chairperson shall furnish a copy of a complaint against a student to the Dean of Students, a complaint against a faculty member to the Dean of the College, and a complaint against another employee to the officer of the College responsible for that employee.

Within two weeks of receipt of the statement of complaint the accused shall submit to the chairperson of the board a signed written response to the charges made by the complainant. The chairperson of the board shall give copies of the response to the complainant and the officer of the College dealing with the complaint.

If the officer of the College believes that the allegation, even if true, does not constitute sexual harassment, he or she shall explain this first to the full board and then to the complainant and the accused. In all other cases, the officer of the College and a member of the board, normally the chairperson, shall together talk with both the complainant and the person against whom the complaint has been lodged. If the chairperson of the board considers himself or herself unsuitable, because of his or her relations to either the complainant or the accused, to be the board member who, with the officer, talks with the complainant and the accused, then the board shall select one of its other members to take the chairperson's place.

After talking with the complainant and the accused the officer of the College shall take the action he or she judges to be appropriate. In order to assure maximum confidentiality, the Dean of Students shall not refer a complaint against a student to the student judiciary board. If the officer wishes to discuss the complaint with the board before deciding what action to take, the chairperson of the board shall arrange a meeting of the officer and the board and shall provide board members with copies of the statements of the complainant and the accused prior to the meeting.

After acting, the officer shall prepare a written statement outlining the action he or she has taken, and shall give copies of this statement to the complainant, the accused, and the chairperson of the board. The chairperson of the board shall then provide the other members of the board with copies of the complainant's statement of complaint, the accused's written response, and the officer's statement, and shall arrange a meeting of the officer and the board to discuss the complaint and its outcome. At this meeting the officer shall inform the board of any previous complaints against the accused and shall make available to the board the records of such cases.

After the meeting with the officer all members of the board, including the chairperson, shall destroy their copies of the three statements. Members of the board other than the chairperson shall keep no other written records concerning a formal complaint. The chairperson shall keep only such records as are needed for the board's annual report, described below. These records shall not mention the name of any individual or identifying details of any case.

The officer of the College shall keep on file in his or her office for six years from the date of the filing of the formal complaint copies of the written statements of the complainant, the accused, and the officer.

Normally officers of the College and board members may discuss a formal complaint only with other officers of the College and members of the board, the complainant, and the person against whom the complaint is lodged. If it seems appropriate for an officer of the College or a member of the board to discuss a complaint with other members of the community, he or she may do so only with the approval of the board.

Annual Report:

At the end of each academic year the board shall report in writing on its activities during the preceding year. Its report shall include the number of individuals who came to board members for help during the past year, the number of requests for mediation, the number of formal complaints that were lodged, and the kinds of behavior that gave rise to complaints. The board shall submit its report to the President, who shall make it public. The report shall not mention the name of any individual or identifying details of any case.

Review of Grievance Procedures:

If a grievance board believes that the grievance procedures should be modified, it may recommend modifications in its annual report. One year after the adoption of the grievance procedures and at least every three years thereafter the President shall charge a committee, composed of the Dean of the College, the Dean of Students, one other officer of the College, and the members of the grievance board to review the procedures. The committee shall report to the President, who shall make its report public.

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Who are the Bristol women?

by Elizabeth T. Finegan

Among others, the Hamilton College employment force is composed of doctors and nurses, physical plant workers, deans, professors, chaplains, coaches, and the "Bristol Women." The Bristol women — who are these diligent cooks who toil daily feeding the Hamilton College community? The seven women ranging from ages 20 to 55 are in charge of supplying missed lunches, supplimenting unsatisfying dinners, and fulfilling late-night cravings.

The snack bar is open from 8:00 am-3:30 pm and then again from 7:00 pm-1:00 am Monday through Friday, and 8:00 am-3:00 pm and 7:00 pm-2:00 am on Saturday, and 10:00 am-3:00 pm then 7:00 pm-1:00 am on Sunday. Students are permitted to use their meal cards from 8:45 until 9:30 am on weekdays, and the Hub usually handles over 50 breakfasts during that 45 minute period. More than 200 students eat lunch at Bristol from 11:00-12:00 noon and 1:00-2:00 pm on an average weekday; hence, one can see how quickly these women must operate. Two women work the morning shift, three work lunch, and two work evenings, making the system efficient.

All of the seven women enjoy working at the Bristol snack bar, and they are all basically employed there for similar reasons — wanting to keep busy while at the same time earning a little extra spending money. They also love to work around the Hamilton students. In fact, according to Alice, "The kids are a great bunch of youngsters. They are nice, friendly, and they even help me to understand my own kids better."

The youngest of the seven employees, Cary Hoyt, is a 20 year-old sophomore government major here at Hamilton. Although playing raquetball daily, working at her five courses, and watching an occasional soap opera now and then keeps her quite busy, Cary decided in January when her checkbook read $2.53 that it was time to get a job. She works Mondays, Wednesdays, and Fridays, and sometimes Saturdays and Sundays making sandwiches, punching meal cards, and making "the best milkshakes. Ask Gary Kramer." Cary enjoys working at Bristol very much. "I love the ladies I work with." And she adds jokingly, "My mother would be happy to know I'm taken care of so well by them." What does Cary like best about her job? "Payday. Of course."

The newest addition to the "Bristol Seven" is 29 year-old Debbie White. Having begun her job this past March, Debbie works four weekdays from 9:00 am-3:00 pm and Saturdays from 7:00 am-3:00 pm weekly. The Whites have been married for nine years and live in Westmoreland with their two little girls, Teffany, 8, and Christine, 6½. In her spare time, Debbie enjoys bowling "with the girls" every Thursday, watching TV ("Bare Essence" is her favorite show), and playing with her daughters. Debbie loves working at Bristol. "It's not easy, but I like it a lot. It's really enjoyable working with these people."

Another fairly new employee at the Bristol snack bar is Veronica Redmond. After being a school lunch manager in Westmoreland Central School for eighteen years, Veronica has been working at Bristol since November, 1982. Hardly showing her 49 years, Veronica runs four miles daily, reads a great deal, and collects antiques. After buying and re-finishing antiques, she decorates her house, and when her house can not hold anymore, she gives the finished items to her daughters, Sherry and Judy. Veronica likes working at Bristol. Why? "Well, I like to be occupied. I like the students. They are a nice group of kids — 99 percent of them are polite and courteous. It's fun."

Marge Cameron has been working at Bristol for seven years — longer than any of the others. Living in Oriskany Falls with her husband, Michael, and her three children, Patrick, 14, Timothy, 11, and Kelly, 22 months, being a housewife occupies much of Marge's spare time. Yet in the few moments she *can* steal, she loves to bowl, sew, crotchet, and garden. Living with three men, Marge spends quite a bit of time watching all types of sports on television. Baseball, hockey, and bowling are her favorites, but she does not like football. Why not? "I just can't understand why those guys like to get banged around!" Marge enjoys her job at Bristol. "The majority of the students are friendly and nice. My favorite part is working with the kids."

"Mary Coty. C-O-T-Y. Like the perfume, only we're not related. If we were, I wouldn't be working at Bristol." Although that statement is not entirely true, Mary has been working at the Hub since ARA took over five years ago, and she loves it. When not working, she enjoys browsing around house sales or antique sales, and also watching "Dallas," "Dynasty," and "Magnum P.I." Mary works Thursday, Friday, Saturday, and Sunday evenings. In the past few years, she has become quite close to a number of the students. "I really enjoy the work, and I love the kids. They're great. You know, it's so nice to be around young people."

"I'm over forty and under sixty," says Alice Warshal, an employee at Bristol for a little over a year. Married for over 35 years, Alice lives on a 181-acre farm between Clinton and Waterville with her husband, Joseph, and her three children. Disliking repetition, she enjoys a variety of activities. Tracing geneologies and reading palms are only a few of the many. One of her favorites is playing with her metal detector. After finding a few gold coins on her property three years ago, she decided to buy a geiger-counter. Since then, in cemetaries, beaches, and old home-sites, she has found a number of valuable objects, including six wedding bands. Alice is also quite adventurous. She often hops in the car intending to take a short drive, and eventually finds herself in places such as Vermont or New Hampshire. One thing Alice does not like is watching television. "I like living life, not watching someone else live theirs." But she loves working at Bristol. "I love the kids. They're sweet and fun. I really do enjoy it."

Finally, there is 33 year-old Nancy Hinman, the "head honcho" at the Hub. Beginning as a dishwasher at Commons ten years ago, Nancy "rose to fame" first as supervisor, and now as manager of the Bristol snack bar. Not only does she keep the books and fill in behind the counter, but she often helps the bartenders at night. Nancy lives with her sons Earl, 15, and Wayne, 11, in Deansboro. When not working (when isn't she working?) she enjoys spending time with her friends. But she also likes her job very much. She must be businesslike and efficient behind the counter, but helping at night allows her to become closer to the students on a more social level. "I like dealing with the kids. The friendly communication with them is fun." Nancy thinks that although the often crowded bar area can be frustrating, the students are pleased for the most part with the existing Pub/Hub situation.

Unfortunately, many students do have complaints concerning the area at Bristol. It does get crowded, the music is not as loud as many would like, and it is fairly expensive, but one cannot ignore the many changes being made to improve the existing situation. Yet among the problems, there is a shining light: the seven ladies who work long and hard to provide the Hamilton College campus with pleasant service and smiling faces. . . Sunday-Sunday, morning, noon, and night.

British beat Hamilton 43-38

by Sonya Brouner

On Wednesday evening, April 27, the Hamilton Union sponsored an international debate in the Chapel against two visiting representatives from Great Britain. The resolution of the debate was "This House should wake up from the American Dream." Arguing in favor of the resolution were Mark Phillips from London, a graduate of Bristol University in England, and Gilles Cavanaugh, from Belfast, Northern Ireland, a graduate of Cambridge University. Speaking against the resolution were Hamilton's own juniors Mark Russoniello and Julie North. Mediating the debate was Bert Somer, parliamentarian was Alan Sunburg, and Richard Lucas was time keeper.

Phillips spoke first for the British contingent. While spending most of his time berating the college, Clinton, and his opponents, he argued that the American Dream is epitomized in the Alpha Delta Phi fraternity. It symbolizes the white, male, sexist, middle-class oriented society which he said was no longer relevant today and is outdated. The American dream is limited to those with wealth — the white, male, middle class.

Russoniello accused Phillips of mistaking the American dream and defined it as the ability for every man or woman to rise from rags to riches with a little hard work. To some, he argued, it is the ability for all immigrants to escape oppression, seek to realize their potential and hope for a better future. To take away our dreams, he argued, would mean to lose hope and to reimpose British-like tyranny.

In the second round of presentations, Cavanaugh pointed to characters of the American dream such as Batman, Superman, Ronald MacDonald, Ronald Reagan Richard Nixon, and olympic swimming champions of two different kinds — Mark Spitz and Ted Kennedy. He reiterated Phillips' position of the American dream as only a disguise for WASP supremacy. The American Dream, he commented, was the British dream of the past for imperialism, power, and glory.

Julie North picked up where Russoniello ended and talked about how the American dream has worked. With "God Bless America" being hummed by the audience in the background, North gave examples of American success stories such as Lee Iacoca of Chrysler Corporation and the space exploration. She argued that America has produced new answers and solutions to the world's problems. To wake up from the American dream, she said, would be asking us to return to British colonization.

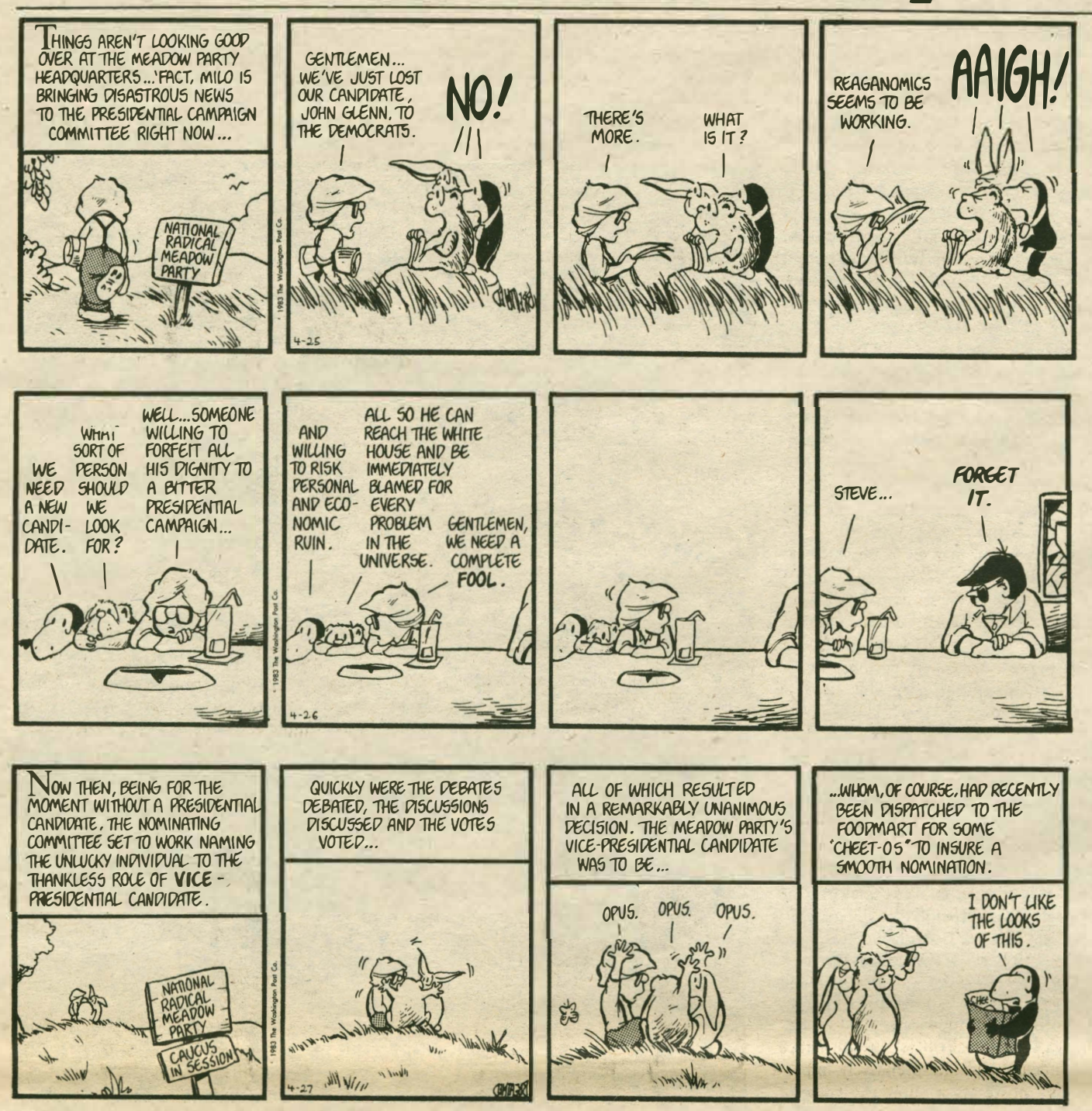
Phillips and Russoniello then spoke a second time. Phillips accused the U.S. of militarism and violations of human rights agreements. He was shouted down and forced offstage by a standing audience singing "God Bless America." Russoniello agreed with Cavanaugh's earlier suggestion that the U.S. seeks glory — glory of the future. America, he said, can always improve itself.

A general debate followed with much audience enthusiasm and partisanship for both sides of the debate. In her rebuttal, North urged the audience to stand by the American dream and not to wake up. On the other side, Cavanaugh gave the Britons' serious and most powerful speech of the evening: America, he said, is not in the same position as it was 20 years ago. The U.S. must move away from craving for power. It must give up its arrogant posture in the world. At home, the U.S. is plagued by high rates of crime, racism, and sexism, while abroad its arms exportation clearly breaches human rights doctrine. He urged the U.S. to face reality and stand up for its principles.

While usually a voice vote is taken, a hand vote was taken from the audience, and the resolution passed by a vote of 43 to 38. Similarly, for the first time in five years Hamilton lost an international debate. Bert Somer, president of the Hamilton Union, was pleased with the debate and said it provoked the most student participation and emotional involvement of any debate in recent years.

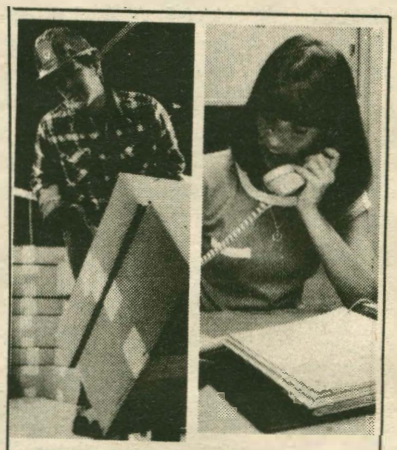
The British debators' visit to Clinton was their last stop on a month-long debating tour of American colleges throughout the Eastern seaboard.

Bloom County


THINGS AREN'T LOOKING GOOD OVER AT THE MEADOW PARTY HEADQUARTERS... 'FACT, MILO IS BRINGING DISASTROUS NEWS TO THE PRESIDENTIAL CAMPAIGN COMMITTEE RIGHT NOW...
NATIONAL RADICAL MEADOW PARTY
GENTLEMEN... WE'VE JUST LOST OUR CANDIDATE, JOHN GLENN, TO THE DEMOCRATS.
NO!
THERE'S MORE.
WHAT IS IT?
REAGANOMICS SEEMS TO BE WORKING.
AAIGH!
WE NEED A NEW CANDI-DATE.
WHAT SORT OF PERSON SHOULD WE LOOK FOR?
WELL... SOMEONE WILLING TO FORFEIT ALL HIS DIGNITY TO A BITTER PRESIDENTIAL CAMPAIGN...
AND WILLING TO RISK PERSONAL AND ECO-NOMIC RUIN.
ALL SO HE CAN REACH THE WHITE HOUSE AND BE IMMEDIATELY BLAMED FOR EVERY PROBLEM IN THE UNIVERSE.
GENTLEMEN, WE NEED A COMPLETE FOOL.
STEVE...
FORGET IT.
NOW THEN, BEING FOR THE MOMENT WITHOUT A PRESIDENTIAL CANDIDATE, THE NOMINATING COMMITTEE SET TO WORK NAMING THE UNLUCKY INDIVIDUAL TO THE THANKLESS ROLE OF VICE-PRESIDENTIAL CANDIDATE.
NATIONAL RADICAL MEADOW PARTY
CAUCUS IN SESSION
QUICKLY WERE THE DEBATES DEBATED, THE DISCUSSIONS DISCUSSED AND THE VOTES VOTED...
ALL OF WHICH RESULTED IN A REMARKABLY UNANIMOUS DECISION. THE MEADOW PARTY'S VICE-PRESIDENTIAL CANDIDATE WAS TO BE...
OPUS. OPUS. OPUS.
...WHOM, OF COURSE, HAD RECENTLY BEEN DISPATCHED TO THE FOODMART FOR SOME 'CHEET-OS' TO INSURE A SMOOTH NOMINATION.
I DON'T LIKE THE LOOKS OF THIS.
CHEE
1983 The Washington Post Co.
4-25
4-26
4-27

CUTTER! CUTTER JOHN! HEY! THE CAMPAIGN COMMITTEE NEEDS YOUR VOTE... HEY!
C'MON... I KNOW YOU'RE IN HERE HAVING AN "INTIMATE CONFERENCE" WITH BOBBI HARLOW... HEY! YOO HOO!
YA KNOW, POLITICALLY SPEAKING, YOU'RE BEING VERY IRRESPONSIBLE. HELLO? HELLO?
OKAY, BINKLEY... LIGHT UP THAT END...
HEY! WHOA! NOBODY HERE BUT US FLAMMABLE FROGS!
AND SO THE MEADOW PARTY'S NOMINEE FOR THE VICE-PRESI-DENCY RETIRES TO PONDER THIS NEW AND WHOLLY UNSOLICITED SITUATION...
SIGH
JUST HOW DO THEY EXPECT A FELLOW TO PROPERLY PREPARE FOR THOSE SPECIFIC DUTIES AND RESPONSIBILITIES OF AN AMERICAN VICE-PRESIDENT?
OPUS WAS, OF COURSE, A NATURAL FOR THE JOB.
ZZZ
SNORT
ACK! ACK! ACK!
OKAY... WHO LET HIM ON THE SET?!
SORRY FOLKS! JUST A... UH, LITTLE BREAK IN THE ACTION.
MMPH!
1983 The Washington Post Co.
4-28
4-29
4-30

Get Well Bunks



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Arts
The Hamilton College Spectator

An evening with the RPO

by Jeff Ballin

Sunday evening April 24 marked the final concert in this year's "Music at Hamilton Artists Series." Featured was the Rochester Philharmonic Orchestra under the direction of the American conductor David Zinman. Those people who forged through the rain and slush to attend the performance were treated to an evening of high quality music by one of the country's finer ensembles. The very appealing program spotlighted the music of Benjamin Britten, Beethoven, and Bela Bartok.

The program opened with "Passacaglia" from Britten's opera *Peter Grimes*. The passacaglia is a convention that dates from the Baróque era; in one a bass pattern is stated and then repeated some thirty times, while assorted variations are built on top of the figure. The cello (playing pizzicato) announced the somber bass pattern. A velvety solo viola soon entered and started the orchestra on its journey through the composer's complex web of notes. As more and more instruments were brought into play, a massive wall of sound was fashioned; at the high point of the work this wall came crashing down on the audience. Soon after the music shifted into reverse, the instruments systematically peetered away. Near the end a celesta (a sort of toy piano which produces a high tinkling sound) entered, creating a markedly eerie atmosphere for the return of the solo viola. As the viola cried forth, the celli pounded out the bass pattern for the final times. The RPO handled Britten's dense complex music quite well, with formidable work from the brass and string sections. It was a solid beginning and the first of many pleasant surprises.

Next on the program was Beethoven's very popular "Concerto for Violin, Violincello, Piano, and Orchestra in C Major, Opus 56" (Commonly known as the "Triple Concerto"). The piece dates from the composer's middle, heroic period; it is a bright flashy work and a perennial crowd pleaser. The feature soloists were the members of the renowned New Arts Trio: pianist Rebbeca Pennys, violinist Piotr Janowski, and cellist Steven Doane. In a piece such as this, the possibility of a war of musical egos is always a threat; on this occasion, though, what the audience saw was not a battle, but rather three friends having a romping good time. The "Allegro" was bright and cheerful, the "Largo" sweet and flowing, and the final "Rondo alla polacca" festive and brimming with energy. The soloists were given solid support by the orchestra, who, under Zinman's firm control, provided an effective treatment of Beethoven's music.

The work of the soloists was quite commendable. Pianist Pennys' performance was technically and interpretatively impeccable. She possesses a sure, yet graceful touch, and produced a full intense sound devoid of any strain or harshness. Doane's cello was warm and glowing. He is a performer of immense style and flair, although he did at times get a shade carried away with his mannerisms, often directing attention towards himself and away from the music. Rounding out the talented trio was the clear, resonating and rich sound of violinist Piotr Janowski. The instrument sung more sweetly and beautifully in his able hands. The audience greatly appreciated their fine performance of this joyful (and at times endless) musical confection.

The audience eagerly awaited the second half and the performance of Hungarian composer Bela Bartok's masterful "Concerto for Orchestra." The "Concerto" is one of the few pieces of twentieth century symphonic music to be part of the standard repertoire of most major orchestras. One has only to hear the first movement to realize the work's much deserved recognition and popularity. Bartok's five movement musical excursion is a colossal fusion of rich sonorities, brilliant colors, complex rhythms, and nostalgic folk elements. The piece is a field day for any orchestra, giving each section a chance to show off its stuff.

The Rochester Philharmonic Orchestra

The "Introduzione" got the work off to a hell of a start, filling the gym with a powerful rich cloud of sound. Next was the "Giuocco della coppie"; this witty and playful movement with its merry banter among the instruments highlights the bangoes and double reeds (bassoons and oboes). The sublime, hymnlike "Elegia" followed. Among the many pleasures of this touching section was the initial solo for double basses, the well-crafted swirling string lines, a marvelous piccolo solo some fine work by the harps. The fourth movement "Intermezzo interrotto" is an outrageously amusing piece and was played to the hilt by the orchestra. Notable were some delightful percussion effects (particularly the triangle), some extremely sleazy waltz material, the broad sweeping phrases poured out by the low strings, and the lush extended melodic lines etched by the upper strings. The work came to a blistering and breathtaking finish with the "Finale: Pesante-Presto." The movement stormed along with the strings whirling [illegible] rapidly, the timpani thundering, the brass resounding triumphantly, and the winds fluttering wildly. The effect was simply awesome. the "Concerto," overall, was a tour de force for those involved, and the RPO's superior performance emphatically showed what a well-balanced and polished group it has been molded into.

RPO before concert

Much praise should be given to conductor David Zinman. His wonderful abilities with the baton brought all the various bits and pieces offered by the orchestra into a unified whole, consequently raising the quality of the performance to an even higher level. Zinman conveyed a dynamic and unflappable personality on the podium; even the appearance of a very restless bird during the concert could not ruffle this dedicated and conscientious musician.

All in all, the concert was an unqualified success, as was proven by the long ovation given to Zinman and the RPO. Many thanks should be given to the music department for this year's marvelous "Artists Series."

Arts

Catskill Quintet rocks BCC

by Amy Vail

The Catskill Quintet played a concert of modern chamber music for woodwind quintet Wednesday at noon in the Bristol Campus Center. This was the last concert of this year's Noonmusic series, and a convincing and well-chosen program.

As I opened the program, I looked down and swore to myself. "All modern music," I thought "Now I'll have to sit through a bunch of noises and try to take intelligent notes." I really prefer a little Haydn for a lunch concert; that's really digestable music. But I decided to give it a chance. Nobody wants to look like a narrow-minded Philistine.

The concert opened with a piece by Elliot Carter, whom I, of course, had already enshrined in my mind as one of the great noise-makers. But actually, it turned out to be perfectly good lunching music. No roars or squeaks, but not boring either. Carter had studied with Nadia Boulanger in Paris, and she had told him to write more American music. What the final product was was a jaunty quintet not without a sense of humor. Highlighted by coordinated and competant ensemble playing, the piece was particularly attractive in the clever and intricate second movement, with its jazzlike rhythms. The bassoon particularly shone, accurate and deft. I also like the playing of the flute in a little cadence toward the end.

The next piece was called "Movements," and it had been written for the quintet by composer Tom Johnson. The composer himself was there, and he talked about how he composes and explained the structures in the three movements of the piece. Johnson studied with Elliot Carter in 1960-61, and he said that Carter had always called his (Johnson's) music boring, because it was too predictable. I found it anything but predictable. Johnson performed for us a sample of his vocal music, an excerpt from a work called "Counting in Languages." The piece, a sort of rhythmic, spoken song, consisted of counting from one to seven in Indonesian, combining the numbers in different orders. There was actually a well-organized form there; there even seemed to be a refrain of a sort. It sounded explosive and cool to me. It was also a bit funny. There were some suppressed giggles from the audience. I can't say I had nothing to do with it. The piece, says Johnson, comes in several languages.

The quintet, "Movements," followed. Instead of a normal quintet formation, we saw the performers lined up in a row: oboe, flute, clarinette, horn, and bassoon. The first movement dealt with the idea of expansion on a theme. The oboe began with a plaintive, five note melody, followed by the flute's eight note elaboration on it. Each player had a solo section in which he stretched the theme out further than his predecessor had done. The second part, Johnson explained, was about sandwiches, that is to say, the melodic germ of: a note, the next higher one, and then the first note. This little trill gets used as the first note of a bigger sandwich, and then returns on its original level. As each performer played his little trill, he would suddenly pop up from his chair, then sit down very quickly. The notes were not constant, but sporadic and uneven. The general effect was hilarious, but I didn't know whether it was allowed to laugh. I liked it a lot. Movement three was "about skrinking," said the composer. One instrument would play sixteen bars of something, the next, eight, the next two, and so one. It was engrossing to try to figure it all out. It seemed a little silly, but not at all unpleasant. Johnson has a sense of humor about his music, one can see.

The program closed with Carl Niellson's "Kvintet," which is a major work in the woodwind quintet literature. Niellson was something of a neo-romantic, we were told, but I find in his style a synthesis of a lot of different elements. Movement one seemed very organized, sensitive in places, bouncy in others. The second part seemed rather fast for a minuet, to me. It had an almost Baroque articulation, with some of Mozart's elegant chromaticism. The next section seemed almost symphonic to me. The oboists switch to an English horn really changed the whole character of the ensemble; it sounded richer. In the last movement, a set of variations on a simple theme, first presented in a chorale format, each instrument's treatment of the theme reflected the personality of the original player. Niellson wrote this movement as a spoof on the members of the Copenhagen Woodwind Quintet. The flute, for instance, is supposed to have been a very gently fellow, whereas the horn was an ex-millitary man. The clarinettist was a lunatic, literally a schizophrenic. I particularly like the horn solos in this movement.

This Noonmusic was a lively end of an excellent series. Well played, by a very professional and competant group of musicians. I look forward to hearing them sometimes again next year. And to hearing more music by Tom Johnson.

Murray stars in *Stripes*

***Stripes*. Directed by Ivan Reitman. Starring Bill Murphy, Harold Ramis, and Warren Oates.**

Stripes is simply hilarious! It resembles a kind of *Animal House* in the United States Army. By using a ridiculous and absurd plot, Director Ivan Reitman initiates a flow of continuous and uncontrollable laughter comically attacking every aspect of United States Army life. Bill Murray and Harold Ramis provide us with a whirlpool of endless amusement. Silly antics, provocative gestures, nudity, and slapstick humor ignite excitement, tickling us until we are red in the face.

After losing his job, car, girlfriend, and apartment, John Winger, played by Murray, decided to join the army. Confident that the army would give him a more exciting, fruitful and pleasurable life, John convinces his buddy Russell, portrayed by Ramis, to enlist in the army. Immediately, at the beginning of basic traning, they both realize that army life is no picnic. Through an innovative drill routine show at graduation, John, Russell and their wacky and bumbling platoon of misfits attain an important and top-secret assignment. In charge of guarding a secret project — E-M50 Urban Assault Vehicle — in Italy, John, and Russell, to avoid boredom, decide to take the vehicle (a GMC motorhome) for a spin up to Germany to be with their girlfriends — two fun-loving Military Police officers. To avoid embarrassment the platoon chases after them, accidently wandering into Soviet territory (Czechoslovakia). With the assault vehicle, John, Russell and their girlfriends rescue their platoon, avoiding an all out confrontation between the United States and Russia.

Together with their wacky platoon of comrades, John and Russell turn the army upside down. Prodded by their appetites for adventure and sexual pleasure, the platoon twists and mocks the highly respected United States Army virtues of honor, courage, discipline, and duty, causing us to chuckle and burst out with laughter. Bill Murray plays John Winger excellently. With his impish grin, deep slurs, lazy posture, and humorous charm, Murray portrays a perfectly lustful, self-centered, lazy, and undisciplined waste product, searching for unlimited pleasure and fun. His companion, Harold Ramis, with his honest face, sinister smile, dry wit, and sarcasm, supplies *Stripes* with a good opposite character (Russell) to John, disturbed with his life and having also an extreme sexual thirst for women. Director Reitman improves the atmosphere of hilarity and fun by providing us with a number of uplifting military music selections.

Please, when you see another armed forces commercial (especially concerning the army), bragging about its success in building character and producing the future leaders of America, remember *Stripes*!

— Christian Howland

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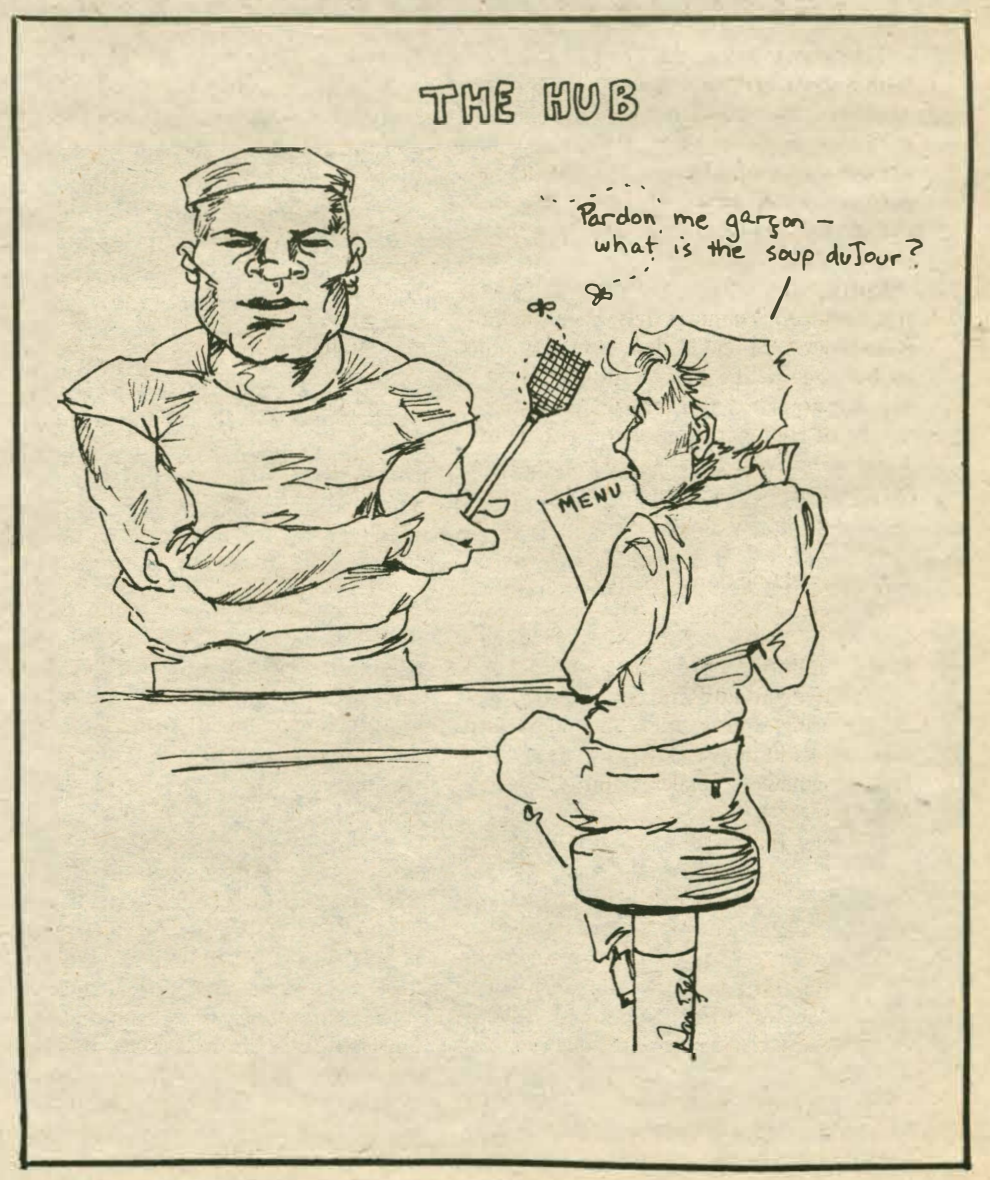

Artlight: George Shrady

by Ben Webber

Spending endless hours alone in a soundproof room can have strange effects on many people. However, that is where one talented student musician has found a gift for creating music in a new and progressive medium, electronic music. Graduating this May as a music major, George Shrady has devoted much of his time and effort towards studying, presenting and composing electronic music.

The sounds produced by this new kind of music can be much the same, or very different, as though made by conventional instruments. It is in the production of the sound that the electronic musician takes a radical step away from the classics. George Shrady's music shows a marvelous intuition for this special capacity of music. His thorough knowledge of filters, synthesizers, tape recording techniques, and editing have allowed him to create marvellously beautiful and appealing pieces.

When composing a musical work, Shrady holds the traditional rules of tonality as a strong requirement. Another priority is the contrast of musical ideas from section to section. Criticized by some for being repetitive, Shrady explains that "In the studio, the repetitive process is easier. Tape techniques almost require sectional composition. In a particular section, riffs and runs are improvised over repeated harmonic progressions." Much of Shrady's music is practiced improvisation, that is, never notated. Other times his ideas arise from previous original works.

Why does someone grow long hair and play electronic synthesizers anyway? Shrady feels that his background in classical music created in him a love for thick textured music. Therefore, many of his works are almost symphonic in nature, but are done for the electronic medium. This medium allows Shrady to play his pieces with an already familiar technique — keyboard. "There are greater capabilities in a synthesizer than in practically all other instruments. The wider range of pitch, intonation, duration and resonance, combined with the use of tape techniques, allow one to do more than previously thought possible in music."

People may know Shrady from his wide range of involvement in music. Aside from working on the Electronic Music Festival for the past two years, Shrady has both performed and composed on a number of occassions. Playing in a band called "Dr. Neptune and the Rare Organs," he fulfilled the dubious requirements of being a "Rare Organ." He was the main accompanist and bandleader for the 1981 production of *Godspell*, while he was composing and constructing a piece, "Fourth Species Counterpoint." Donning concert tails, he accompanied the *Cole Porter Review* in 1982. That same spring Shrady was one of three student composers for Thabo Nkomo's *Kiena*.

With the opera, Shrady was given a real challenge, being provided with a libretto and general ideas for the song types. He comments: "Some of it was difficult, since there was a rhythmic language that had to be changed. We were really restricted by the types of musical ideas imposed." Shrady also wrote the theme song for *Kiena*, a wonderful lyrical ballad.

As opposed to his flair for composing, Shrady absolutely dreads performing. At age seven, he performed "Leap Frog Jump" on the piano for an audience in a gymnasium. It is this traumatic experience which he blames for his present condition. Faced by nearly all other conscientious performers, the fear of making mistake is the basis, he claims, for his not wanting to play for others.

However, tomorrow at 8:00 pm in the Chapel, Shrady will be accompanying Glenn Tomlinson for a senior recital. The program includes works of various musical periods. Given the past performances of these two talented musicians it promises to be a worthwhile concert to attend.

Post-graduation plans plague even the artist. Therefore, Shrady will be attending graduate school at Syracuse University, where he hopes to get an M.S. degree in Computer Science. Shrady sees mathematics and music as closely related: "they both involve solving a puzzle." Although the product usually sounds easy, flowing and vibrant, Shrady admits that, like computers, the rules of music theory require logical thought.

Shrady rates Hamilton's music program as very good; "Compared with other liberal arts colleges like Hamilton, there are lots of opportunities for students to perform and to hear professional performers." He also feels that the strong faculty have been very conscientious in maintaining a solid music program for students.

George Shrady

Hammer presents lesbian films

Thursday evening, the Foreign and Fine Film Society and the Gay Alliance brought filmmaker Barbara Hammer to the Hill for a presentation of her films. Hammer's films are done primarily from a feminist/lesbian perspective. A series of five films were shown, ranging from four to thirty minutes in length.

Currently a visiting professor at SUNY Binghamton, Hammer has been making films since 1968 and to date has thirty films to her credit. She has recently received a $12,000 grant for an experimental film.

One of Hammer's major concerns is how a film conveys a message. She became interested and eventually devoted her artistic career to film as a result of her manipulation of film itself as a medium while she was a painter. Hammer discussed how her early films were a means of self-analysis. Her first film, "Schizzy" explored what she saw as the "split role" of women, with one self as assertive and adventurous and the other as maturing and gentle. She questioned then, and still does today, why these selves are designated "male" and "female" respectively.

The first film presented was "Pond and Waterfall." Hammer stated that she was concerned when making the film with three things: the experience of being a "frog,," a sense of visual artistry, and the breaking of taboos, in this case, with film technique. The movie was silent, she stated, so one could be aware of one's self while watching the film.

The movement of the camera from pond to stream to waterfall to the sea plunged the audience into the aquatic environment. Hammer's exploration of textures, light and color created an effect that was beautiful and exhilarating; the silence of the audience was proof that she had succeeded in totally involving the viewer in the film.

"Audience" was a before and after glimpse of the audience who attended showings of Hammer's films. The footage was shot in San Francisco, London, Toronto and Montreal. Hammer stated that the film attempted to show how people react when watching a movie and the importance of an audience perception of a film to the filmmaker. The film was also a witty look at human idiosyncracies. But even more importantly, it illustrated Hammer's concern for the audience and her great rapport with them.

"Superdyke" was an entertaining fantasy of a lesbian take-over of the city of San Francisco. In addition to its humor, the film gave a light-hearted look into the joy of lesbian culture. Camera cuts and fast action sequences combined with a somewhat ragtime piano accompaniment contrasted sharply with pastoral scenes celebrating an Amazon lifestyle.

"Women I Love" was an attempt to capture women Hammer has loved, both as friends and lovers. "Dyketactics," the shortest and most powerful film, portrayed lesbian intimacy. Both films used a montage technique, juxtaposing vegetables, flowers and other scenes from nature with images of women. As before, the imagery was rich in color and texture, creating a stunning tribute to women. The films were sensous and erotic but not pornographic. Hammer provided an explanation for this apparent paradox, stating that the films were "personal, unlike pornography which observes a sexual act from a third party view." She continued to say that "each person in the film was active, and no degradation of cruelty was portrayed." Hammer stressed that she sought to involve the audience, not to titillate them.

Hammer explored a number of taboo aspects of female sexuality, such as menstruation and masturbation. Although some people may have been offended by Hammer's frank approach, the film series was an enlightening and significant event. If you missed Barbara Hammer and her films here at Hamilton, see them if you have the opportunity in the future. She is a remarkable human being and a superb filmmaker.

Barbara Hammer

Record review: 45 rpm

by Chuck Miller

New Edition: "Candy Girl" **Streetwise** ***

I heard this song once — and thought for sure it was the Jackson 5. Heard it again — and thought it was the Jackson 5 doing "ABC." Heard it a third time — and thought Motown re-released the Jackson 5 doing "ABC." Looked at the single — and was fooled again.

The New Edition is another of the pre-teen cuties making hit singles. However, in an attempt to join the ranks of Musical Youth and Menudo, they sound exactly like the Jackson 5. Whether or not that will affect their career is unimportant to me. But I'm sure going to keep an ear out and hope I'm not fooled again. The last three or four minutes of the song have producer Michael Jonzun (of the Jonzun Crew "Pack Jam" fame) coming out to jam with the group, a routine that loses effect after the second playing. That chopped off a half-star.

Culture Club: "Time (Clock of the Heart)" **Virgin/Epic** ***

Culture Club: "Church of the Poison Mind" ¾ **Virgin Import** ★★½

Two songs from Boy George and the crew pop into our airwaves now. The first song I've listed can be heard on WKGW — aka KG104 — while the second song is familiar to the WHCL listener. The salsa-tinted sound of "Time" makes the adult contemporary-like song take new meaning and life, but like almost all Culture Club songs, the lyrics have absolutely no point. When "Time won't give me time," it's time I got my timepiece fixed.

However, I do like "Time" more than I like "Church of the Poison Mind." Why?

The reggae colour that sweetened "Do You Really Want to Hurt Me" is almost nonexistent in this song. Also, the music seems to drown out poor Boy George. Sounds like he's in the back of the recording studio and the intruments are in the front. The harmonica gives it a more rushed feeling, like the song wants to be finished up immediately.

By the way, I do hope Boy George decides whether or not s/he's gong to be a boy or a girl. It's quite confusing.

David Bowie: "Let's Dance" **EMI/America** ***½

His best 45 effort since "Golden Years" ("Cat People" and "Under Pressure" just didn't cut the mustard) has Bowie sounding for all the world like Chic. Why not? He's got Nile Rodgers helping him produce this masterpiece. Maybe I just wasn't used to Bowie hitting the discodance groove, but this is still quite phenomenal. Bowie's voice, soaring into ranges I remembered from "Golden Years" and Young Americans'[1] strikes those same notes in a song that sounds like Bowie's having fun. And that's decent.

The horns in the beginning of the song are all right, but they start to become filler after three minutes into the piece. But why should I complain? I'm dancing under the serious [sic] moonlight.

Robert Hazard: "Escalator of Life" **RCA** ***

Sounds all right. The synths bounce into the beginning and the end of the song and I'm reminded once again of "Dream Weaver." Hazard can create a unique dance-punk tune, and I have to give him credit for a wonderful song. But I gave him three stars because his screaming in the centre of the song leaves a little less to be desired. Threw me off a bit. I don't need that.

The Bangles: "The Real World" **Faulty** ***½

This girl-group is absolutely nothing like the Go-Go's. Where the Go-Go's got their sound from the Knack and the Pistols, the Bangles (formerly the Bangs) must have grown up with the Monkees and the Hollies. This single, "The Real World," has the Monkees written all over it, and it's a good version of that sound. An added treat — the actual label of the record is designed in the same style as the Parlophone symboled — early British Beatles recordings.

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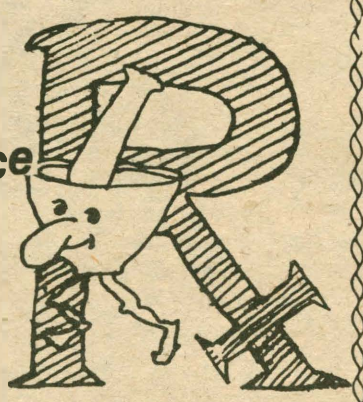
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E·T·C·E·T·E·R·A

The coordinate vision

Society is retrenching and experiments and innovations are disappearing. These are no longer the "heady days of the sixties when anything was possible." As time intervenes, we lose sight and understanding of the "great experiments" of which many of us are the beneficiaries. In this section, ***The Spectator*** *recalls the "great experiment" of Kirkland; "a community of learners, some more experienced than others, who* ***together*** *explore subjects of mutual interest."*

The Ribbon is gone: Pride & peonies

"Finances had little to do with the death of Kirkland College; the coordinate college system itself was in doubt," according to Sam Babbitt, the first president of Kirkland College. In an interview held April 26, Babbitt said, "finances didn't sink us. . . if given the time, we could have survived."

Jennifer Potter Hayes, K'73 and Hamilton's present registrar, countered by asking "How long can you run a college in a deficit?" In an interview held on April 27, Hayes went on to ask "How much time is enough?"

Babbitt explained that in the fall of 1978, Kirkland College approached the Hamilton Trustees with a request to cover any short fall in operational funds which might arise during the planned five-year drive to establish a Kirkland endowment. According to Babbitt, Hamilton said, "No." "It was not a question of what the College *could* do, but one of what they *wished* to do."

But, according to Hayes, Hamilton often helped Kirkland meet operational costs. William Jamison, ex-director of Institutional Affairs at Kirkland and presently the director of Personnel and special programs, mentioned that without an endowment, Kirkland was forced to raise a certain amount of money each year to meet operational expenses. In an interview held on April 26, Jamison stated that, "Kirkland did not have the opportunity to raise an endowment. It had to use the money raised to keep the place going." Jamison went on to say that Kirkland College was built before an endowment was established, whereas colleges such as Hampshire raised an endowment first, then built the buildings.

Hayes mentioned that one has to be "naive to think Kirkland College could continue without major gifts." Babbitt saw the Hamilton guarantee refusal as the "turning point" for the finances of Kirkland. But Hayes questioned, "Where was the money going to come from? . . . What does the campaign consist of. . . as a student in graduate school, were you prepared to give the thousands your college needed to survive?"

Babbitt addresses the point of Kirkland's survival by stating that Hamilton "didn't know how to justify itself as a college for men and didn't *want* to justify itself as a coordinate college."

> *Kirkland reflected the questioning of received values that erupted during the '60s and suffered in the retrenchment of the '70s. For students who knew what they wanted it was a great place, since it offered them the freedom to follow their interests and create their own education. Many of these students have gone on to quite remarkable, often quite unexpected, careers. Some, no doubt would have done so no matter where they had gone to school, but others insisted that if it had not been for Kirkland they would never have gone to college. For students who needed more conventional structure Kirkland did not work well. These students were either unable or unwilling to use the freedom they were offered constructively. some drifted through four years, but many left after a brief stay. Although, as is true of all colleges, Kirkland was not the right place for everyone it attracted, something of distinct value was lost when it disappeared.*
>
> William A. Jamison
> Director of Institutional
> Affairs at Kirkland College
> 1974-1978

Babbitt believes that the coordinate college model created a conflict between the leisure process of education and the institutional demand for efficiency. Babbitt goes on to say that education involves time, "ripening," and can be damaged by a stress on efficiency. Hayes questioned the amount of support the coordinate college model received at Hamilton. When John Chandler, Hamilton president 1968-1973, spoke at a conference on coeducation at Skidmore in March of this year, Hayes states that he said the model [coordinate] was flawed and would not make it. She went on to ask: "How much did he [Chandler] *really* support Kirkland?"

"They thought they were creating a female Hamilton. . . but it was something very different because Bob McEwen (Hamilton president 1949-1966) and Millicent McIntosh pressed me and my staff to move in new directions. . . ," said Babbitt. The new directions were not as "zany, wierd, etc" as people perceived.

Both Hayes and Babbitt join Jamison in observing the conservative tendencies of a minority of the Kirkland instructors. Babbitt stated that "we tried to recruit young and we thought open minds." But many instructors had pressure from the professors at large to follow the traditional patterns of education to insure a future in the profession, stated Jamison. Babbitt recognized the pressures on instructors to move professionally and he stated that "the young faculty felt that keenly."

Hayes said, "I didn't notice much difference in the styles and methods [of teaching]," and Babbitt said, "people assumed we were wilder than we were." Babbitt also mentioned that it "surprised us [Kirkland staff] that some of the innovative stuff could not get off the ground."

The conservative trend within the Kirkland faculty was matched by a conservative shift in the type of student Kirkland was attracting by 1976. Hayes recognized this shift, "in '78 people were less willing to gamble," but recalled the "pioneering" feeling which pervaded Kirkland women in the beginning as they trudged through mud seas with hard hats on their heads. Both Babbitt and Hayes saw Kirkland as an educational gamble. "Women wouldn't have come here if they didn't want to gamble," said Hayes. According to the Kirkland College Catalog of 1968-1969, "It [Kirkland] sets out to prepare a woman to be intellectually alert and to handle with superior capability the multiple and overlapping phases of her life. . . by developing to the maximum each student's potential for self-preparation and self-direction."

Women who came to Kirkland had to know what they were doing and be very mature "to participate in shaping a future, not just the social style (atmosphere and image) but the academic side of things as well," said Hayes. The Kirkland Handbook goes on to state that the first priority for Kirkland is "that selected, motivated students can assume major responsibility for their own education." Babbitt stated that "we were not reinventing education," but "our claims were not out of line with reality."

The *reality* of Kirkland is preserved in the Kirkland archives, found scattered in cardboard boxes in the basements of McEwen, the Burke Library and other unknown locations. Hayes asked, "Whose responsibility is it [to maintain the archives]?" Hayes goes on to say that the condition of the archives displays the attitude of "Kirkland as an embarrassment" in the history of the college.

In a box, under a Christmas tree and a layer of dust, this reporter found pictures of the Saunder peonies resting on top of the flag of Kirkland College. The peonies were the product of the intense love, time and caring of a few hands. Their beauty stretched in a blazing strip of color west of Kirkland, called *The Ribbon*. With the departure of the caring hands, the weeds have taken over the peonies, leaving a few isolated blossoms scattered over *The Ribbon*. The brightness has faded and *The Ribbon* has disappeared.

by R.S. Simon

Kirkland College: The great experiment

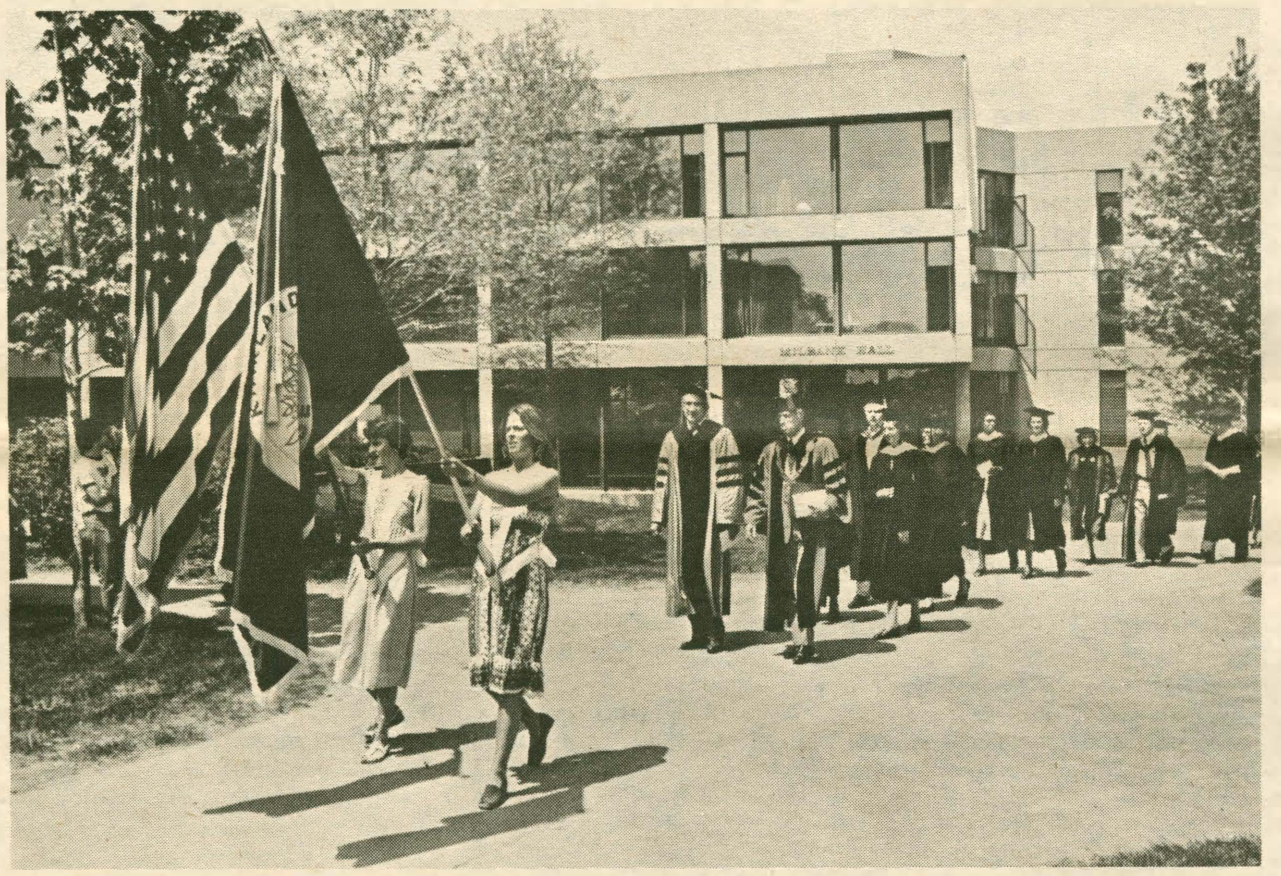
It is said that at Oxford, even into the twentieth century, courses in modern history never extended beyond the Battle of Waterloo because everything that occurred thereafter was deemed to fall within the category of current events. Far from being merely a typical example of British whimsy, there is in fact a rational justification for that seemingly absurd dictum. The historian is, in a sense, performing an autopsy upon the past, which of course means that in order for his work to proceed, he must have a corpse at his disposal. In other words, the past must be, more or less, dead.

This little preamble may be taken as a subtle disclaimer that what follows represents an objective and dispassionate history of Kirkland College; for Kirkland, although "dead" as an institution, is still very much alive as an idea, a myth and a legacy. It continues to haunt this Hill even though its ghost — which still deposits miraculously corporeal apples here and there, usually on Commencement Day, to remind us of its presence — is somewhat less perceptible than it was a couple of years ago. The institution may be gone but the memory of it lingers on, and that memory is still potent enough to excite passion and angry debate. Thus it would take an unusually brave and reckless historian to tackle the subject at this early juncture. Give it another fifty years or so. Instead, what I prudently propose to do, in the spirit of truth in advertising, is present my own undoubtedly biased and distorted impressions of Kirkland as an extraordinary "happening" in the institutional life of Hamilton College.

One might say that a funny thing happened on the way to creating a cluster, for Kirkland was vaguely intended to be only the first of several satellite undergraduate colleges on the Hill. But soon it became obvious to many that one was quite enough, and the cluster idea was still-born. By the time that Kirkland had graduated its first class in 1972, there were those on the north side of the Road who darkly suspected that Hamilton had unwittingly played the role of a mad scientist, for the noble experiment in coordinate education had, in their judgment, resulted in the creation of a Frankenstein monster. Others, more historical-minded, were persuaded that Kirkland was quite inappropriately named. Aaron Burr College would have been more suitable. And south of the Road, as a stodgy, old-fashioned restrictive parent. There was, to risk an understatement, a communications gap. Daddy and daughter had great difficulty speaking to one another, and when they tried, misunderstanding all too frequently resulted.

Today's undergraduates, who may have trouble remembering Vietnam, Kent State, "Burn, Baby, Burn" and the "Days of Rage," can hardly be expected to fathom the atmosphere of the sixties when Kirkland came into being. (I envy them. As one who remembers the Eisenhower era as the halcyon days of my youth when campus unrest meant a panty raid, I was not prepared for what followed.) Kirkland College was very much a daughter of her time, but it was a time that proved to be spectacularly brief as well as explosive. It began with the Kennedy era. The young president embodied a hoped-for renewal of national vigor combined with national concern for the future in the wake of Russian success with Sputnik. At Hamilton, there was also concern for the future. The College was prosperous and thriving, but difficulties were perceived down the road. There were economic pressures to increase the size of the student body. To do so might undermine its chief strength as a small liberal arts college. Also, although not much discussed openly at the time, there was concern about the competitive handicap of being a men's college at a time when coeducation was increasingly desired. The kind of student social life found at Hamilton in the fifties, which was so accurately if surrealistically captured in all its appalling awfulness in *The Sterile Cuckoo* by John Nichols, '62, was no longer fashionable. One solution would have been simply to go "coed," but it would have meant either substantially increasing the number of students or holding the line at less than a thousand and drastically decreasing the number of male matriculants. In addition, going coed "cold turkey" represented a break with the past that would have been traumatic to many. A long-range planning committee came up with a welcome compromise in the form of a coordinate women's college. Hamilton would remain small, residential and liberal-arts oriented. Its new sister institution would be similar in those respects. "The integrity of the Hamilton undergraduate experience" would be projected while at the same time "economies of scale" would be enjoyed through shared facilities and housekeeping costs. In addition, the curriculum could be vastly enriched and expanded through cross-registration in courses. Duplication would be avoided and the two colleges would nicely complement one another. It was an attractive prospect.

Planning began in 1961 under the leadership of President Robert W. McEwen. Millicent McIntosh, former president of Barnard College, was a key advisor during the planning stages. In 1965, the year the provisional charter was granted, Walter Beinecke, speaking for the trustees, looked forward to "an exciting and stimulating environment for undergraduate education under the leadership of Hamilton College." Exciting and stimulating it was to be, but perhaps not entirely in the way Beinecke had anticipated. And resentment of Hamilton's "leadership" was soon to develop. From the beginning it was recognized that Kirkland would have not only its own curriculum but also its own educational goals and standards, and therein were the seeds of future dissension. In 1966, Samuel Fisher Babbitt, a product of Yale and assistant dean of its Graduate School, was appointed president of Kirkland. Known to all and sundry as "Sam," he was strong-minded and highly visible, and while faculty and subordinate administrators rapidly came and went, he remained a looming presence throughout the life of the College. One scarcely thought of Kirkland without simultaneously thinking of Sam. Insofar as one individual can embody an institution, President Babbitt embodied Kirkland. He did much to set its tone, and its successes and failures were, rightly or wrongly, laid at his doorstep.



"Kirkland's 'Charter Class' consisted of an unusually large number of bright, talented and self-reliant young women. They were pioneers who actively participated in the building of their college."

Energy, li & idea

The goals and efforts of the early Kirkland College Community reflected to some degree the energy, liberalism, and idealism of the late 60's and early 70's. During its first four years of operation (1968-1972) the College was unaccredited and consequently tended to attract venturesome students and faculty members. These were drawn to Kirkland's commitment to an interdisciplinary liberal arts education in which a community of learners, both faculty and students, were to seek a better understanding of themselves and the world about them through pedagogical methods that ranged from the traditional to the experimental.

Doug Raybeck

Dept. of Anthropology

Kirkland's curriculum was structured through broad divisions (arts, humanities, sciences, and social sciences) rather than through the more traditional departmental distinctions. There were also several mechanisms to facilitate interdisciplinary concentrations, work studies, internships, etc. This range of options reflected Kirkland's view of the student as an active participant in her education. Kirkland's commitment to a broad liberal arts education was also evident — there were requirements! In the early years, freshwomen were required to elect interdisciplinary core courses in each of the four divisions and there were also mandatory interdisciplinary

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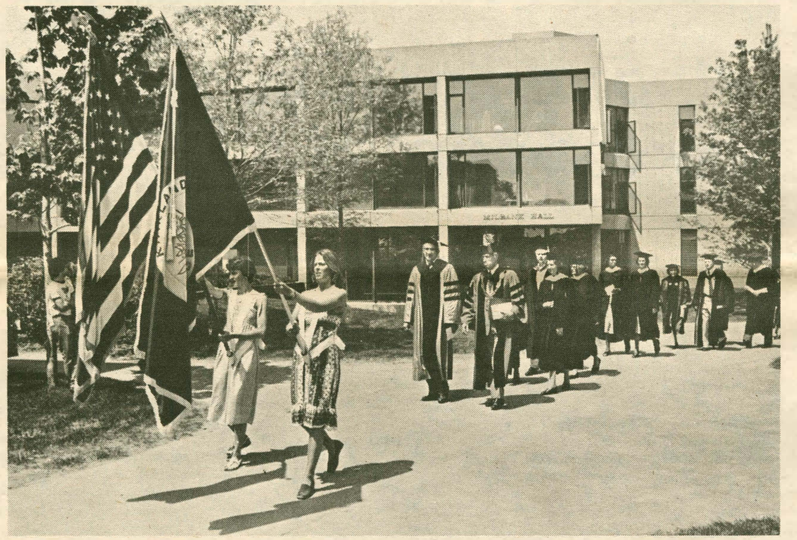

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Planning began in 1961 under the leadership of President Robert W. McEwen. Millicent McIntosh, former president of Barnard College, was a key advisor during the planning stages. In 1965, the year the provisional charter was granted, Walter Beinecke, speaking for the trustees, looked forward to "an exciting and stimulating environment for undergraduate education under the leadership of Hamilton College." Exciting and stimulating it was to be, but perhaps not entirely in the way Beinecke had anticipated. And resentment of Hamilton's "leadership" was soon to develop. From the beginning it was recognized that Kirkland would have not only its own curriculum but also its own educational goals and standards, and therein were the seeds of future dissension. In 1966, Samuel Fisher Babbitt, a product of Yale and assistant dean of its Graduate School, was appointed president of Kirkland. Known to all and sundry as "Sam," he was strong-minded and highly visible, and while faculty and subordinate administrators rapidly came and went, he remained a looming presence throughout the life of the College. One scarcely thought of Kirkland without simultaneously thinking of Sam. Insofar as one individual can embody an institution, President Babbitt embodied Kirkland. He did much to set its tone, and its successes and failures were, rightly or wrongly, laid at his doorstep.

Even before the first class was welcomed in the fall of 1968, President Babbitt expressed agreement with Hamilton's aim "to preserve scale and quality and tradition, and yet to broaden, to deepen, to expand the potential available to all who aimed to study and teach at the College." However, he went on to point out that, as the first independent four-year women's college to be established in this country in thirty years, Kirkland was born in the spirit of innovation. His own philosophy of education was very much in tune with that spirit which reflected the era. It encompassed a belief that "students will accept responsibility within a system which offers it honestly," and if they are highly motivated, there would be no need for attendance requirements, and considerable opportunity and latitude in shaping their own academic programs could be granted to them. The College would stress interdisciplinary studies beyond the core courses and encourage "creative and exciting adventures" into "academic no-men's lands." Skeptical of the need for "formality" in academic life, represented by traditional administrative groupings such as departments, Babbitt instead favored broad academic divisions, such as science and the humanities, which would be less likely to "impede the genuine traffic of ideas." Kirkland would be boldly liberal and egalitarian. Residence requirements would be highly flexible, and invidious course grades would be dispensed with in favor of "evaluations." Potentially, this educational formula provided a marvelous opportunity, at least for those "highly motivated" who sought intellectual challenge and stimulation.

The beginnings were promising. The class of 1972, Kirkland's "Charter Class," consisted of an unusually large number of bright, talented and self-reliant young women. They were pioneers who actively participated in the building of their college. It literally rose from the mud around them, and as they trudged through it, they wore their construction hard hats with pride. It was an exhilarating experience. When President Babbitt welcomed them in the fall of 1968, he remarked that "ours is the enviable position from which we may select that history which bolsters our goals, rejecting that which would deny them." The claim may have been rather unhistorical, but it certainly captured the pioneer spirit along with its hubris. The Charter Class faithfully carried its distinctive individuality through to graduation. The first Commencement was so colorful and outrageous to the tradition-minded that it attracted the attention of *LIFE* magazine, which made the entire nation cognizant of the growing qualitative disparity between Hamilton and Kirkland students. But the chief problem was financial. Initially, the College had been bankrolled by Hamilton. There was a very small endowment and virtually all income went for operating expenses. It was not enough. In early 1977, the Kirkland Trustees requested from Hamilton an outright gift of $3 million over a period of five years to cover past and future deficits while the College tried to raise $10 million to shore itself up fiscally. That request brought matters to a head. There was a perceived danger that, in an effort to save Kirkland, the success of which was doubtful anyway, Hamilton would bleed itself financially and thereby put its own future at risk. After taking a long, hard look, Hamilton's Trustees turned down the Kirkland request.

"...there were those...who darkly suspected that Hamilton had unwittingly played the role of a mad scientist, for the noble experiment in coordinate education had...resulted in the creation a Frankenstein monster."

The final episode of "merger," "consolidation," or "dissolution" (whichever legal term is most appropriate) was a painful one. It resulted in great tension and turmoil on campus and an apple pie in President Carovano's face. One of the artifacts of the merger period that I have preserved for the College archives is a T-shirt emblazoned with the assertion that "Living together is Better than Being Married." Well, the marriage took place anyway, although it was the product of something like a shotgun wedding. Despite that inauspicious beginning, however, it now appears to many that, as marriages go, the one between Hamilton and Kirkland has not turned out so badly after all.

What remains today of the great experiment? In a good-faith effort, Hamilton incorporated Kirkland's course offerings and its faculty and students (those who wished to remain), and became coeducational in the fall of 1978. The result was substantial enrichment of the curriculum for Hamilton's students. Kirkland may have been "terminated," but its impact is enduring. It is unlikely that our present curricular program could have developed if Kirkland had not existed and made its contribution. Also, to put it bluntly, Kirkland unintentionally played the role of stalking-horse for coeducation; without Kirkland, it would have been considerably more difficult for Hamilton to have made the transition. Finally, there is the matter of the Kirkland "spirit," impossible to define and calibrate but nevertheless still present, although perhaps diminishing as time passes. In all, whatever one personally thinks about the original experiment, it was certainly not in vain. It may be cold comfort to those who have lost their college, but Kirkland nonetheless continues to live, if only vicariously, through its permanent legacy to Hamilton.

by Frank Lorenz

Energy, liberalism, & idealism

The goals and efforts of the early Kirkland College Community reflected to some degree the energy, liberalism, and idealism of the late 60's and early 70's. During its first four years of operation (1968-1972) the College was unaccredited and consequently tended to attract venturesome students and faculty members. These were drawn to Kirkland's commitment to an interdisciplinary liberal arts education in which a community of learners, both faculty and students, were to seek a better understanding of themselves and the world about them through pedagogical methods that ranged from the traditional to the experimental.

Doug Raybeck

Dept. of Anthropology

Kirkland's curriculum was structured through broad divisions (arts, humanities, sciences, and social sciences) rather than through the more traditional departmental distinctions. There were also several mechanisms to facilitate interdisciplinary concentrations, work studies, internships, etc. This range of options reflected Kirkland's view of the student as an active participant in her education. Kirkland's commitment to a broad liberal arts education was also evident — there were requirements! In the early years, freshwomen were required to elect interdisciplinary core courses in each of the four divisions and there were also mandatory interdisciplinary seminars for seniors as well as a senior project representing the culmination of the student's academic program.

The faculty that was attracted to Kirkland's vision of education was young (median age about 30), liberal, idealistic, and naive. For most of us this was our first teaching position. For the institution this was both an advantage and a hindrance. The advantage lay to some extent in our naivete. We didn't find outrageous the teaching demands of a system that placed great stress on close advising, assigning papers rather than exams, and written evaluations rather than grades. The hindrance to the system often appeared in the relative youth and disciplinary training of many faculty members. We were fresh from graduate schools, steeped in our respective professional perspectives, and many of us found it difficult to adopt and to teach from a broad interdisciplinary outlook. This gradually led to the demise of core courses and to an increasing emphasis on the individual disciplines within the divisions.

If Kirkland attracted a particular type of faculty, it attracted a very distinctive student body. The women, particularly in the early years, were adventurous, highly motivated, individualistic, often eccentric and sometimes a bit flakey. Most were attracted by the freedom Kirkland offered and by the excitement of participating in and helping to mold a new institution. Those who were motivated and self-directed flourished in Kirkland's environment and received an exceptionally fine education, both intellectual and personal. But a

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Gradually, however, as the seventies wore on and innovation and experiment lost some of their charm, and Harvard took the lead in moving more or less back to educational basics, the Kirkland experiment became less attractive to students (and their parents). If you really wanted that sort of thing, there was always Bennington or Hampshire. For that and, no doubt, other reasons as well, applications for admission declined, as did the quality of the "pool." At the end, Kirkland was accepting 85 percent of its applicants, and there was grave concern about the growing qualitative disparity between Hamilton and Kirkland students. But the chief problem was financial. Initially, the College had been bankrolled by Hamilton. There was a very small endowment and virtually all income went for operating expenses. It was not enough. In early 1977, the Kirkland Trustees requested from Hamilton an outright gift of $3 million over a period of five years to cover past and future deficits while the College tried to raise $10 million to shore itself up fiscally. That request brought matters to a head. There was a perceived danger that, in an effort to save Kirkland, the success of which was doubtful anyway, Hamilton would bleed itself financially and thereby put its own future at risk. After taking a long, hard look, Hamilton's Trustees turned down the Kirkland request.

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by Frank Lorenz

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The faculty that was attracted to Kirkland's vision of education was young (median age about 30), liberal, idealistic, and naive. For most of us this was our first teaching position. For the institution this was both an advantage and a hindrance. The advantage lay to some extent in our naivete. We didn't find outrageous the teaching demands of a system that placed great stress on close advising, assigning papers rather than exams, and written evaluations rather than grades. The hindrance to the system often appeared in the relative youth and disciplinary training of many faculty members. We were fresh from graduate schools, steeped in our respective professional perspectives, and many of us found it difficult to adopt and to teach from a broad interdisciplinary outlook. This gradually led to the demise of core courses and to an increasing emphasis on the individual disciplines within the divisions.

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"Written evaluations"

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sizeable minority of students who lacked these qualities probably would have been better served by a more tightly structured and more traditional insitution. Despite problems, I have never found teaching so challenging, exhilarating, exhausting and rewarding as it was during my tenure at Kirkland.

Students at Kirkland were encouraged to take an active role in the governance of the community. The Assembly, the major policy making body of the college, was comprised of both students and faculty and both also served as voting members of seven standing committees of the Board of Trustees. This emphasis on broad democratic participation and process had both positive and negative results. It did promote the meaningful involvement of students in the decision making processes of the institution and it also encouraged faculty and students to view one another as co-participants in an integrated community. However, the large size of the governance body, its cumbersome procedures, and the diffusion of political responsibilities throughout the faculty and student bodies frequently resulted in chaotic meetings, unproductive haggling, and occasionally disenchantment with the government stucture.

Kirkland College was a very distinctive institution with several remarkable strengths and a number of corollary weaknesses. Kirkland sought to realize an educational philosophy that was often at variance with established tradition. Like a round peg in a square hole, Kirkland attempted to alter the straight lines and sometimes narrow distinctions defining education and to round these parameters into complementary arcs. Unfortunately, the wider environment — economic, political, and social — became increasingly inhospitable.

I spent eight rather hectic and sometimes frustrating years at Kirkland. I experienced the pain of its demise in 1978 and, since then, I have watched the 55 members of its faculty body gradually disappear. There will shortly be only 15 former Kirkland faculty left on the Hill. In reviewing my Kirkland experiences I find a rather heartening perspective. If, knowing what the final outcome would be, I had an opportunity to repeat those experiences, I would still eagerly seek a position at Kirkland. Should Sam Babbitt call some evening with the message that he and others were going to try it all once more — I'd enlist.

Matriculating at Kirkland College was a difficult decision, a decision which demanded some real soul-searching by many women. How many high school students today would even contemplate attending a women's college with unproven innovative ideals, no tradition, no alumnae, few buildings and lots of mud; a college which promised high academic standards and expected its students to contribute significantly to the school's experimental development? All Kirkland women faced most of these issues, turned their backs on the safety of established institutions and gambled that Kirkland would provide something different without sacrificing academic integrity.

My choice to attend Kirkland was based on the fact that I intended to major in studio art. Kirkland's commitment to the arts was apparent from the beginning, a fact not true for other schools I was considering. Not only did the College attract a strong, diverse art faculty, but the List Art Center was the first academic facility built on the Kirkland Campus and it was built to house the studio arts, dance and music. In addition, the concept of evaluation to determine credit rather than a traditional grading system appealed to me as an art student because it meant that constructive criticism in the form of an evaluation would become part of my permanent file. Kirkland transcripts simply indicate whether or not credit was earned for each course. And because there were no grades there were no honors, no class ranks, and no cumulative averages, so competition as most Hamilton students know it today didn't exist. Kirkland women worked for their own edification and satisfaction. Students discussed their work with one another not in terms of "what grade did you get?" but rather in terms of content. The evaluation system seemed to stimulate an atmosphere of open discussion and debate not only among students but also between faculty and students.

The highly romanticized times of the late 60s and early 70s certainly contributed to Kirkland's open image. Students on campuses nation-wide were questioning many conventions of society; it was a period of widespread non-violent protest against the military

draft, the Vietnam War, the Cambodian invasion and other political issues; it was a time when many students openly experimented with hard drugs; and the women's movement was just beginning to gain momentum. So the excitement of the times amplified the experimental development and atmosphere at Kirkland. The two cannot really be separated. So much was happening around us that it was easy to become caught up in the activity of both the College's growth and development and the political issues of the day. It was an exciting, frustrating and bewildering time to be a student, and it

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J.P. Hayes

Registrar

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is difficult, now, to judge whether the experience would have been any different at another institution.

The Kirkland years were short, and the College's demise was a bitter disappointment to most of those who were a part of its fledgling existence. But, have you ever stopped to wonder what Hamilton would be like today if Kirkland had not existed? Would it be among the few remaining all-male colleges in the nation?; would it be a small coeducational school of about 900 students (Hamilton's enrollment at the time of the combination)?; or would it have tried to become coeducational and grow to its current size all at the same time? How many women would be on the faculty and what would the curriculum be like? Kirkland is an integral part of Hamilton's rich heritage, and its importance to the current strength of Hamilton should be recognized. The Kirkland era should be celebrated and its memory preserved in the College archives so that those who are curious about the coordinate decade and its implications can study the topic through well-preserved historical records.

I urge students of today's Hamilton to look beyond the stereotypic Kirkland image, to examine what really occurred during those years. It was a time of growth and change on both sides of College Hill Road and a time which will have a direct impact on the direction of Hamilton for years to come.

My remarks about Kirkland focus on the process of evaluating students. Since this is my opinion I'll begin by placing my comments in context.

spent three years as an undergraduate at Hanover College where a 14-14-5 week term sequence meant studying 3-3-1 courses from fall through winter to spring. With no official exam weeks, the professors were discouraged from giving comprehensive finals in the last two weeks of each term. I performed well, graduated valedictorian, but thought I had not been so perfect or as learned as all that might indicate. I even suspected professors of fearing to give me less than A's in my last year so as not to spoil my record.

Graduate school was different. A real experience of inferiority. Peers who were also stars and poor writing ability made high achievement much more challenging. I was primarily concerned with learning in preparation for a career in teaching. By sheer luck I had landed at *the* sociology department in the country that wrote *the* book on teaching sociology. In a seminar on teaching undergraduates we considered the limited utility of examinations for evaluating student understanding. We stressed the need for clearly stated course objectives of knowledge and skills. The discipline of sociology suffers when reduced to material compatible with standard tests with multiple choice, true-false and matching items.

I arrived at Kirkland where faculty were told to avoid exams as measures of student learning. We were expected to comment on papers and judge class contributions to discussions. We ended each term by writing a few paragraphs evaluating each student's progress on the goals of the course, notable strengths, and areas for improvement. Students received credit or no credit and some sense of their accomplishments and weaknesses. Does not this convey more about learning and understanding than B-? Feedback on student assignments presented immediate problems since we had to supply grades for Hamilton students while writing evaluations for Kirkland students in the same course. I developed an elaborate record keeping system with a sheet of comments for each student on their contributions, assignments and conferences. Three years later I knew more about Joan Smith or Sam Jones than any sequence of numbers or letters could have provided. I still do.

Lest I leave the impression that this system was ideal, let me review its chief problems. (1) It is dependent on small class sizes (many would view this as favorable to education). (2) There were discrepancies because of coordination's differing demands (grades for some, evaluations for others). (3) Students could later request grade translations which tended to undermine the system. (A few grad schools demanded this but most programs and employers appreciated the evaluations' greater comprehensiveness.) (4) Fitting into some standardized system for purposes of comparison across students was very difficult (GPA's, class rank,

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etc.) (5) Not all faculty were committed to using evaluations fully and effectively (as an adviser I became very aware of this). (6) Not all students remained motivated to high achievement when the reward was mere credit on the transcript (some seemed to be just sliding through). (7) Secretaries as well as faculty were strained at the end of term rush to get the evaluations out and into appropriate committees (student tardiness could really exascerbate this). (8) Some inappropriate material occasionally found its way into a written evaluation and thus a student's permanent record (there were challenge processes). While this list is not exhausted it includes the main criticisms needed for a balanced presentation.

I think the benefits outweighed these problems. Students learned more about their efforts. (Even a few parents wrote in praise of the accuracy and helpfulness of these assessments.) They could concentrate more on understanding and leave with a greater sense of accomplishments and products to carry with them. Faculty were forced to specify course objectives that future employers and grad school committees would appreciate. We had excellent records for writing letters of recommendation. We were more concerned with individual progress along with overall understanding. We could convey more about student achievement than any single symbol system would allow.

My teaching and evaluation style are significantly different because my first years teaching were at Kirkland College. My enlarged definition of education resulted primarily from the means of evaluating student learning. We all benefitted from communicating about ability, motivation, progress, technique, skill, and knowledge as distinct aspects in a good liberal arts education.

Sports

The Hamilton College Spectator
Clinton, New York 13323

Death Ball takes 3; now at 7-1

by Eric Ebbert

The men's lacrosse team improved its record to 7-1 with victories over Clarkson, Potsdam and Siena.

On Friday, April 22, the Continentals began their trip to the north counrty with a 21-8 crush of Clarkson. Mark Isaf (3 gls., 3 assts.) started off the first period scoring attack for Hamilton on a fast break 50 seconds into the quarter. Freshman Steve Bristol's (1 goal) outside shot accounted for Hamilton's second goal. The Continental's man-up team then registered their first of four goals on the day when co-captain Caugie Burkhart (4 goals) converted on a Bob Howe (2 gls., 7 assts.) pass. Seconds later Burkhart and Howe connected again for another Hamilton goal.

By the end of the first quarter Hamilton led 7-2. The remainder of the Continental goals were scored by Mike Mardiney (2 gls., 1 asst.), unassisted; still scruffy Peter White (1 gl., 1 asst.) on an assist from Howe; and Burkhart, unassisted.

In the second period Hamilton increased its lead over hapless Clarkson, outscoring their opponents 4-1 in the period. Howe outmaneuvered his defender for his first goal of the quarter, putting the Continentals ahead 8-1. Co-captain Fritz Minges (3 gls.) scored what proved to be the winning goal with nine minutes elapsed in the quarter on a pass from Howe. The Continentals managed two more goals in the period as Howe again beat his defender to the cage, and Phil Hills (4 gls.), on an assist from Isaf scored the team's second extra-man goal.

The second half began remarkably similar to the first as the Hamilton defense, led by Sal Agnotti, Mark Bixby and Angus McGrath, shut down the Clarkson attack, and the Continental offense continued to frustrate Clarkson. Hills led off the scoring, cutting in front of the net to convert on a pass from Howe. A minute and a half later Isaf scored unassisted for Hamilton's third man-up goal. Shortly thereafter Don Strandberg fired in Hamilton's 14th goal, with Howe registering yet another assist. The Continental's final three goals of the period were all scored on fast breaks: Minges tallying the first (on a pass from Isaf), and Hills accounting for the other two (from White and Howe).

Holding a 17-5 lead going into the final quarter, the Continentals let down slightly, but still managed to outscore Clarkson 4-3 in the period. Burkhart started off the scoring for Hamilton on a fast-break pass from Isaf. Mardiney was credited with the next Hamilton goal as he dodged his defender and fired in an outside shot. Freshman Chris Graham (1 asst.) hit a cutting Minges for the next goal and Isaf closed out the scoring on a man-up play; Mardiney got the assist.

The following day the Continentals met Potsdam and walked away with an unimpressive 10-8 victory. Hamilton jumped out to a 3-0 lead: Phil Hills (3 gls., 1 asst.) led the spree as he converted on a pass from the stocky Carter Kennedy (1 asst.); Mark Isaf (2 gls.) took the ball the length of the field for the second goal and scored again on an assist from Hills. Potsdam managed one goal before the quarter ended.

Potsdam came back in the second quarter, outscoring the Continentals 3-2. Potsdam tied the score at 3 all before Hamilton managed to get started. Caugie Burkhart (4 gls.) broke the tie on an assist from Bob Howe (4 assts.). Howe then assisted Hills on a man-up play to boost Hamilton to a 5-3 lead. Potsdam came quickly back, scoring three unanswered goals to take a 6-5 halftime advantage.

Potsdam increased its lead to 7-5 in the opening minutes of the third quarter. However, Hamilton, which seemed to play only well enough to win, responded with two goals from Burkhart, on assists from Mardiney (1 asst.) and Howe, to tie the game at seven.

In the final period the Continentals, largely on the strength of goalie Jeff Olsen's 25 saves, limited Potsdam to one goal while managing three of their own. Burkhart broke the tie for Hamilton as he scored unassisted within the first four minutes of the quarter. Hills also tallied unassisted before Potsdam managed to put in a goal, cutting the Hamilton lead to one, 9-8. Fritz Minges (1 gl.) scored the final goal of the game on a pass from Howe.

Bixby clears for Hamilton

The lacrosse team ended their extended road trip with what could be the Continental's biggest win of the season. Hamilton jumped out to a 5-1 first quarter lead and managed to hold on to a 7-6 victory over Siena.

Despite a waterlogged field, which slowed the play of both teams down considerably, the Continentals scored quickly when Mark Isaf (2 gls.) picked up a ground ball and raced downfield for the goal. Co-captain Caugie Burkhart (3 gls.) scored next for the Continentals, flipping in a Mike Mardiney (3 assts.) pass. Two minutes later Isaf scored an unassisted goal as he fired in an outside shot. Randy Richardson (1 gl.) accounted for Hamilton's fourth goal on another unassisted shot. The final Hamilton tally in the period came on Minges' (1 gl.) shot off a Mardiney pass.

Hamilton was held scoreless in the second quarter; however, despite numerous Continental penalties, a slow field and the famed Continental fabrication defense, Siena was held to only one goal. At halftime the Continentals held a 5-2 advantage. The third period was also a slow one, with Hamilton registering only one goal (Burkhart from Howe), but limiting Siena to two goals.

In the final quarter Siena agan scored twice, tying the score 6-6. Hamilton could do little for most of the period, as they were plagued by penalties and mud. But with only 47 seconds left in the game Burkhart fired in the final goal on a pass from Mardiney while Hamilton had only their second extra-man situation in the game.

Ground balls: Yesterday the Continentals trounced Hartwick at home, 24-3. Sal Angotti scored one. More on this game next week. Hamilton plays next at home on May 3 against Oswego.

Baseball downs Union

by Brian Sullivan

Finally getting a taste of spring-like baseball conditions, the Hamilton Continentals rose to the occasion by beating Union College by the score of 11-10 on a beautiful Thrusday afternoon at Royce Field. The Continentals are now 1-3 on the season.

In what turned out to be a slugfest, Hamilton got singles from Rich Strabley and Doug Welch, doubles by Dave Bonzerato and Randy White, and a triple by Tom Arcuri to gain an 8-3 advantage in the fourth inning.

The effective pitching of Don Caruso held Union for seven innings until the Union bats came alive to tie the score at 8-8 in the eigth inning. But the Continentals retaliated with a rally of their own. Bonzerato led off with a double and scored when Tom Arcuri hit yet another long triple to right-center field. Caruso then scored Arcuri with a double of his own to give Hamilton a 10-8 advantage going into the ninth.

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Sports

Tennis qualifies for NESCACs

Entering this spring, the Hamilton College tennis team sported a 2-2 record carried over from the fall season. The tough fall schedule was a tune-up for the more extensive spring season which is highlighted by the NESCAC championships played at Amherst this weekend.

The 1982-83 Continentals are led by captain Carl Norbeck at the number one position. With four matches under his belt, "Norbs" boasts an undefeated record for the spring season in both singles and doubles. His chief assests are the depth and accuracy of his ground strokes, plus the great racquet control he has developed this spring. His only defect has been a wandering front foot that has had many opponents yelling "foot-fault."

At the number two spot is veteran Chris Muran who owns an unblemished doubles record with Norbeck, and a 2-2 record for singles. "Ille's" artful serve and volley game has been sporadic of late. Ille's mind has been occupied with a different type of spring fever. Nevertheless, his deadly serve and continued improvement on ground strokes are enabling him to pick his opponents apart.

Rounding out the top three, Tom Smith owns the only undefeated singles record for both fall and spring seasons and holds a 3-1 doubles record in the latter half. "Smitty's" big weapon is his punishing forehand which has powered him past all challengers. When Smitty's forehand is off, he relies on his tempermental outbursts and court antics to pull him through a match.

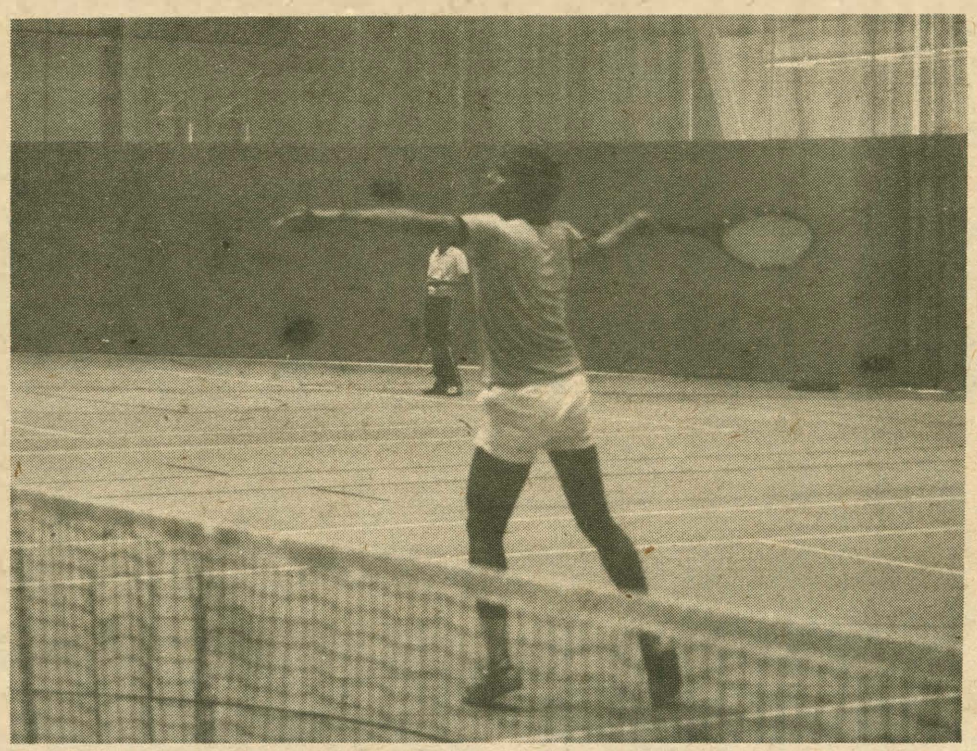
Bart Elsbach defends the number four position with flat, penetrating ground strokes and a whiplike forehand. Elsbach bolted into varsity prominence this fall lifting his game up considerably. Although not yet peaking this spring, Elsbach shows no sign of letting up with his hard-hitting game. Retaining a 3-1 record for singles, Elsbach is undefeated playing number three doubles.

Tim Kent, at number five, could in no way be called a classic tennis player. He brings squash strokes and the unlikely manners of an English gentleman to the tennis court. "T.K." also has a penchant for exceedingly long, excruciating matches that strand his team for hours in various places around upstate New York. After missing a match, his singles and doubles records are both 2-1. T.K. remains unorthodox, unpredictable and, at times, spectacular.

Newcomer Adam Hohenburg finishes up the singles line-up playing with an impressive 3-1 record in singles and an undefeated 4-0 for doubles. "Beetle's" irritating style of play originates from his scurrying and scampering about the court defying opponents intent on squashing him. Through his tenacious play, young Hohenburg is proving himself one of the better sixth men in the conference.

Joe Kluger, rounding out the freshmen duo with Hohenburg, has shown immense improvement this spring with a solid all-around game. Kluger possesses ample natural talent that may, with hard work, allow him to attain success as an upper-level varsity player. Kluger is 2-0 overall.

Hamilton's first match was against Ithaca, a team highly touted by their own coach. Ithaca, however, turned out to be a bit overrated as the Continentals won 8-1. In contrast, Utica was not highly touted, and they certainly had no reason to be. They exited quickly from the Fieldhouse with a 9-0 blanking. The next match was against archrival Union, who came indoors to Hamilton with an undefeated record themselves. After many arguments and ill-exchanged words, Union was leading 4-2 in singles matches: Norbeck and Smith accounted for the two Hamilton points. Hamilton had to win all three doubles matches in order to clinch a victory. Norbeck and Muran were impressive winning their number one doubles match in straight sets. It looked as if the Continentals might pull off the victory as Elsbach and Hohenburg won their number three doubles match 7-6, 6-4. Unfortunately, Smith and Kent went down in the third set, and Union eeked out the win. Recently, the Continentals travelled to Clarkson to face a team that forfeited two double matches after dropping behind in the match 7-0. Nonetheless, the all-day affair did notch up another win for the Continentals now 3-1 going into the NESCAC's.



Tom Smith volleys in Fieldhouse

The all-important NESCAC championship consists of most of the best small colleges in the East. This is Hamilton's first year in the tournament, and the team is gunning for an impressive showing. The three-day tournament played this weekend will show just how good this tennis team really is.

Rugby upsets Brockport at Upstates

The Hamilon College RFC journeyed to Schenectady last weekend to participate in the 14th Annual Upstate Rugby Union Tournament. In addition to several cuts and bruises, the ruggers came away from the tournament with a feeling of satisfaction engendered by a 2-1 showing and the knowledge that they played some tough rugby against good teams.

Playing in the college A division, Hamilton was first matched against St. Bonaventure. The game was marked by hesitant back play and aggressive forward play. Hamilton's forwards consistently won the ball on rucks, mauls, line-outs and scrums. Once presented with the ball, however, the backs failed to make any real gain. The only substantial offensive break was executed by inside center Bob Keane, who delivered a forearm blow which leveled a "Bonnie" defender and then rambled 50 yards before being dragged down. The first half ended in a scoreless tie.

The second half resembled the first with neither side taking advantage. Toward the end of the match, however, St. Bonaventure committed a penalty near their own goal and Hamilton prop, Reed Pugh, was good on the three-point penalty kick. The Bonnies failed to retaliate and the whistle blew on a 3-0 Hamilton win.

Hamilton now advanced to the second round to take on Brockport State, a team ranked number two in the upstate union by national publication *Rugby Magazine*.

Brockport must have been intimidated by Hamilton's pre-game ritual because despite a considerable size and experience disadvantage, Hamilton jumped out to a 6-0 lead on consecutive penalty kicks by Reed Pugh. Brockport had every physical advantage but Hamilton played like a team possessed. Several times Brockport threatened to sc

but aggressive defensive play by Hamilton's backs and timely kicks to touch by scrumhalf Scott Klimo would get Hamilton out of trouble.

The most important aspect of Hamilton's play was that of the forwards. They beat the opposing forwards to the ball on most occasions and were especially successful pushing Brockport off of the ball on rucks. Special mention goes to Pete Walsh, Greg Robitaille and Ted Spangenthal for his effective hooking. But the remainder of the scrum, Reed Pugh, Toby Brown, Jeff Buebendorf, Andy Melnick and Joe Sullivan, deserve recognition.

The first half ended with Hamilton clinging tenouosly to a 6-0 lead. The second half got under way and featured more hard scrummaging and vicious tackling. Hamilton got an additional boost when wing Mike Stanton picked off a Brockport pass and streaked 30 yards for the try. Pugh was good on the conversion and Hamilton was on top 12-0.

Hamilton tried to sit on its lead and the result was a Brockport try and conversion and Hamilton went back to the aggressive style that had brought them the lead.

With little time remaining Brockport made a last-ditch attack and their inside center broke through the Hamilton line. Fortunately for Hamilton, Robby Godosky was there to make the most spectacular defensive play of the day as he brought down the Brockport attacker who had a two-on-one advantage. The final whistle blew and Hamilton had its biggest victory of the last two years.

Hamilton faced the University of Buffalo next and here met their match. Both teams were tired after having played two games but UB was able to reach down a little deeper and basically managed to outrun Hamilton. They gained several overloads and Hamilton's tackling began to break down. By the half UB had built up a 16-point lead. In the second half Hamilton played Buffalo even, but that was not enough to come back and UB posted a 23-3 victory.

The day did not end as hoped but co-captains Scott Klimo and Ted Spangenthal were both pleased with the tournament performance and the fact that the team played as a team. Spangenthal was especially happy with the play of the forwards.

Tomorrow Hamilton faces the Rome Rhinos at home on the field behind Kirkland. Refreshments will be served.

Women

The Hamilton College women's rugby club hit the road last weekend to play in the upstate tournament at Schenectady. Luck had abandoned the women at the draw, for the first team pulled was Buffalo. The Buffalo women (there is a contradiction in there somewhere) proved unbeatable, achieving a final score of 30-0 before the ref blew the whistle and put an end to all the suffering. It was a beautiful day and the Hamilton women refused to let the loss pull spirits down. Scrumhalf Forster summed up team spirit when she remarked, "We didn't win, but we all had fun, didn't we?!?" The conditions were less than perfect, leading one innocent spectator to inquire, "When did women's mud wrestling become a team sport?"

The team pulled together for the next match against Geneseo, playing the best rugby thus far in the season. The scrum was strong thanks to the continuous support of props Taylor and Morrison. Mary Lewis exhibited a natural talent as hooker. Despite our efforts, Geneseo managed to score early in the match. Flyhalf Salvo realized the need to rally team spirit, and took the matter into her own hands. On the Hamilton tryline, she plowed down the largest member of the opposition, knocking her out for the remainder of the game. Hollands made some good tackles, substantiating the rumors of her star quality that she has been circulating all season. The veterans did their part also. Moentmann was sober for the occasion, Mendelman managed to run forward with the ball, and Kurzius tackled her way to glory. When the game was over, Breed shrieked with joy,

Baseball beats Union

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Union fought back in the ninth to tie the score again, but Hamilton rose to the occasion in the bottom half of the inning. White led off with a walk and advanced to second base on a key sacrifice bunt by Larry Frye. Arcuri proved to be the winning element when he punched a base hit down the first base line to save White for the winning run.

Mark Healy got the win for Hamilton with strong relief pitching, but the early pitching of Caruso and the bats of Arcuri, Bonzerato, and White were the deciding factors of the game. The team is looking to raise their record to the .500 mark when they play a double header today at Hartwick. They then travel to R.I.T. this Saturday for a double header in their snow-affected schedule.

Lacrosse looks ahead to states

by Robert M. Paul

At the start of this week the Hamilton College women's lacrosse team faced a schedule of three games in four days. With a 1-3 record at the beginning of the week the three games took on added importance. Hamilton played its best lacrosse of the season as it swept all three games defeating Syracuse, Clarkson, and Hartwick. Hamilton's 4-3 record gives them an improved chance of qualifying for the state tournament.

The team opened the week on Sunday against Syracuse. The funny thing about spring sports at Hamilton College is that, many times, spring never comes to Hamilton College. This has been the case this year and a snow storm this past weekend forced the Syracuse game indoors. Playing in the Fieldhouse was a new experience for all, but the team responded well posting an 18-11 victory. The victory was even more one-sided than the seven-goal margin indicates. Hamilton used its varsity starters for only the first fifteen minutes of the contest.

Coach Sue Spencer was happy about the opportunity to provide some much-needed game experience for a number of j.v. players. Spencer feels that, had the game been played outside, the score would have been more one-sided. "We were in better shape and we were better able to execute than Syracuse," said Spencer. "I really believe that had the game been played outside we would have held them to two or three goals." Doris Moeller and Lisa Regan led the team with four goals apiece. Julie Munn, Kate Murdoch, and Betsy Graham had two goals each, and Munn added four assists. Ellen Kohler, Megan Schratz, Lee Dillenbeck and Corky Baskins each tallied single goals. The eighteen-goal total was, by far, Hamilton's best output of the season.

On Tuesday the team traveled to Clarkson. Conditions for the game were horrendous as torrential downpours had turned the field into a quagmire. The squad took some time to adjust to the conditions. As has been the case most of the season, the team started slowly and was barely able to gain a 5-4 lead at halftime. Once again Coach Spencer's halftime strategy proved successful as the team came out in the second half and completely shut out the Clarkson offense. The only Clarkson goal of the second half was inadvertantly put in the Hamilton goal by a Hamilton defender.

Meanwhile, Hamilton was scoring ten goals at the other end of the field to account for a 15-5 final score. The Clarkson team began to resort to a bit of physical play and accumulated a number of fouls. Instead of discouraging the Hamilton team, the physical play made them play that much harder. Spencer was pleased by the fact that the team's intensity level did not drop off in spite of the large lead. Moeller, benefitting from a switch from center to attack, paced the team with six goals. Murdoch, Regan and Graham each scored three goals and Munn continued her strong offensive play tallying four assists. Spencer stated that the team played extremely well, turning in its best effort to date.

Wednesday brought a very strong Hartwick team to Hamilton. Hamilton had never beaten Hartwick and was playing its second game in as many days. The game started poorly as a few mistakes by the young Hamilton defense resulted in Hartwick goals. Hartwick possesses a fine all-American attacker in Lisa Upson who, Coach Spencer says, "seemingly scores at will." At the same time, Hartwick's defense was frustrating the Hamilton attack forcing a number of turnovers. Hartwick assumed a 5-3 halftime lead. At half, the Hamilton defense was restructured; Anne McLuskey was assigned one-to-one coverage on Upson. While McLuskey denied Upson the ball, Ellen Kohler stood by to provide double-coverage and help out. The strategy frustrated and tired Upson, who was ineffective in the second half. The Hamilton attack finally broke the Hartwick defense and scored five goals en route to an 8-6 victory. Regan, Murdoch, and Graham each scored two goals while Munn and Sarah Feyerherm, a defender, scored one each. Spencer called the game "an absolutely fantastic victory."

Tomorrow, the team travels to Schenectedy to play Union and then hosts Skidmore on May 3 to close the season. On Sunday, the bids to the state tournament will be announced. Spencer's goals for the end of the season are two more victories for a 6-3 record and hopefully a bid to the state tournament. If the team does get a bid, it will participate in the tournament May 6 and 7.

Sportlite: Vici Yelton

by Ed Fargis

Just about everyone knows that senior Vici Yelton throws more parties than anyone else at Hamilton. However few realize how completely she has dominated female athletics on the Hill for the past two years. Yelton has been captain or co-captain of the women's lacrosse, ice hockey, and field hockey teams for the past two years running and has collected the m.v.p. award in ice hockey for the past four years. She claims to have no favorite sport but is extremely competitive in swimming, golf, and squash, in addition to the three already mentioned. Last year she was invited to try out for the United States National Lacrosse team. She also does a little fox hunting near her home in West Chester, Pennsylvania when she gets the chance.

On the field Yelton's play is characterized by her consistent aggressiveness. She plays with remarkable intensity and states flatly: "I hate to lose." Teammate Maria Buteux says that "On the playing field, Vici's ability to control the game while keeping the team's spirits aloft often becomes the determining factor in the outcome of the game. However, this control of the game is often mistaken for despotism."

Yelton is also very versatile. She plays all positions well. In ice hockey she served as goalie and recorded five shutouts this year. In field hockey she was the sweeper for a team that went all the way to the state championships and rolled over many highly touted opponents including number one ranked Cortland State, one of the strongest powers the Continentals have faced in recent years. In lacrosse, Yelton has played almost every position and contributes offensively and defensively in every game.

Yelton is a fine athlete but excels in academics as well. Her endeavors as a psychology major have been impressive and she plans to continue her education at Northwestern, Syracuse, or Texas earning a graduate degree in communications. According to teammate Mickie Eychner, "Vici is a dedicated athlete who treats athletics as she does life; success is her goal, but she'll always have fun achieving it. She's also a pisser and we all love her."

Vici Yelton

Track turns in strong performance at 'Gate

by Mike Brown

Running can wear on a person. It is a twelve-month-a-year, seven-day-a-week activity. And competitive running is twice as hard as recreational running. It requires concentration and constant goal setting. The competitive runner must always motihimself or herself to push his or her capabilities to their limit. He or she has to be strong enough to want to make the most of his or her potential. As Marty Liquori once said "Running three or four miles a day is fun. But running nine, ten or eleven miles a day with interval workouts on every other — that's just hard work."

Recently many members of both the women's and men's track teams have felt tired. Even the field events have been worn down by the constant competition. The mental concentration which the events require has also strained many. Thus both coaches had reason to be pleased with the recent performances of their teams. The men's team managed a tie with R.P.I. and gave a strong performance against Colgate last Saturday. Meanwhile, the women's team continued their rampage on the record books at the Colgate Relays.

Kathy O'Connor broke the javelin record as her throw of 33.98 m. did the job. Her bioryhthms must have been jumping on Wednesday. After her record-breaking throw, she came back to run a leg in the 1600 m. relay. That team, which included Sue Davidson, Mary Gina Trevisani, and Lisa McGann, broke the school record. Their time was 4.23.6 and they did so without the school's best 400 m. runner, Patti Meyer. Other record-breaking teams included the 400 m. relay team of Chris Culver, Lorri Richardson, Joan Randolph and Kathy O'Connor with a time of 53.8; the sprint medley relay team of Richardson, Randolph, O'Connor and McGann. Other significant performances included Rachel Arnedt with a throw of 104'3" in the javelin and Cindy Pensock, who came in second in her heat of the 1500.

For the men a number of fast-rising stars made their presence known on the team. Of course it is doubtful anyone can contribute to the team as much as Tom Lambdin, one of the best Division III hammer throwers. Lambdin went head-to-head with another one of the nation's best hammer throwers last Saturday and threw a personal best; however, he finished second. The other stars of last Sunday include Aeon Cummings, who ran the best time all year for Hamilton College in the 400 and also placed in the long jump and participated in the 400 m. relay.

Adam Seidner also helped out; he won the shot and placed in the hammer. Others who helped Saturday include Steve Morrison in the javelin, Jeff Pollock in the 800, Bennie Scozzafava in the hurdles, Rocky Mosse in the steeple chase, Ed Dupre in the high jump, Scott Amoye in the 200, and Kevin Gagnon and Jon Red in the 100. Andy Spence came through in the 10,000 with Kevin Brown and Dean Pierce close behind him. Finally, although he may not always come to practices and team meetings, when Peter Tortolani comes to a meet he comes to compete. He has not lost in the steeple chase this year He won again easily on Saturday and remains Hamilton's best hope for a first place at the state meet.

The men will travel to Albany Saturday; a week later there will be the Colgate Invitational. The following week the season concludes for most with the state meet. The women have only the R.I.T. meet next Tuesday before the state meet which is a week from tomorrow.

Op-Ed

A Militarist's view of the Freeze, Part I

Dave Crossland

I am a "militarist." By this label I mean someone who finds warfare — its evolution, its instruments, and its relation to politics — fascinating. I am not a war-lover. Indeed, my interest in military matters has made me more familiar than most with the instances of error and insanity commonplace in war. I am also familiar with some of its causes and purposes, however, and this familiarity has led me into thinking differently from most students I know: to me, warfare can have purpose as well as cause. My "militarism" is thus a form of Utilitarian morality — one recognizing the legitimacy of violence as a last or a best resort for resolving conflict or oppression — a sort of "ruthless humanism."

Certainly some bias is implied by my outlook. When I first heard of the Freeze four years ago, I passed it off as simplistic and naive almost without thinking. As it gained popularity I was forced to reassess, since I was afraid of being simplistic or naive myself. Yet I must admit my inquiry was shaped in part by one historical fact: *every* diplomatic agreement which has sought to place limits on the instruments or the execution of warfare and which was based on popular appeal and/or optimistic assumptions about the conduct of competing nation-states (so-called "liberal" diplomacy) has failed. The UN, League of Nations, Hague and Geneva Conventions, Washington Naval Conference, and Baruch Plan are notable failures in this century alone. "Traditional" treaties, like the '63 Test Ban and the SALT I accords, based on the assumption of international competition, more limited in scope, and negotiated in secret have had more success. I do not automatically group the proposed bilateral nuclear Freeze along with the failed accords, but the "grass roots" international upheaval that has made the Freeze such a big issue (and which will determine almost wholly how self-interested Western politicians will act upon it) is of this same liberal character.

I hope to offer the debate over the Freeze more than a vague warning founded upon my diplomatic traditionalism; however, my militarist "bias" also entails a certain perspective on the nuclear situation and its evolution with which many both for and against the Freeze will be unfamiliar. I hope it will prove constructive.

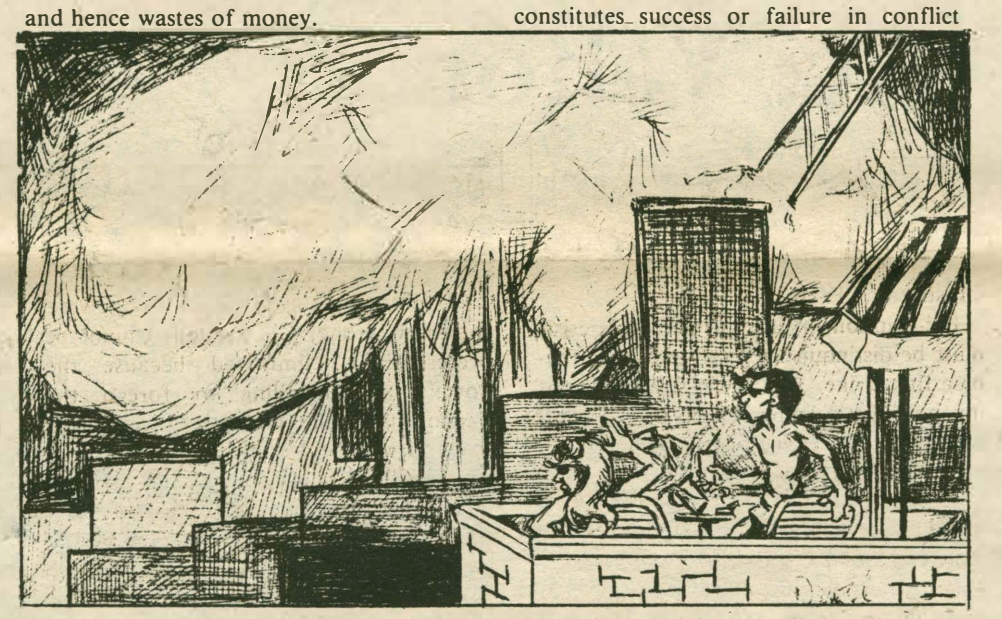
Too much of the present debate is conducted through connotation and too little through dull, cold analysis. Given its profound importance this is an unfortunate error; and to those who welcome emotionality as the alternative to so-called "psychic numbing," I must reply that fear of holocaust should impel each of us *into* the controversy, but not govern us once we are there. Because I wish to present a balanced view of the nuclear situation and the Freeze, and because this view is a critical one, I cannot take as granted things which articles unabashedly in favor of the Freeze can. I apologize in advance, then, for the article's unavoidable length and for its dry tone.

Even for me, there are few situations where the use of weapons is justified, and fewer still where nuclear weapons can be used. To some proponents of the Freeze, however, both the use and construction of *any* weapon is immoral. Pacifism is fine, even desirable, in the context of an individual in a lawful society, but there is a distinction between what is moral for those beholden only unto themselves and what is moral for those responsible for others' safety in the anarchic world-society. My reply to those in favor of a unilateral Freeze is of this same sort. Any social morality, based on an assumption of individual worth, which places individuals at unnecessary risk because it fails to distinguish between the *end* of a utopian society and the *means* to achieve it given the present human state, is itself immoral.

Protection is the *major* legitimate purpose of weapons. Given the huge disparity between the human and political costs of nuclear weapons-use and any conceivable policy gains it might represent, protection is the *only* legitimate purpose of nuclear weapons.

Nuclear weapons provide protection from nuclear aggression. They also contribute to protecting vital interests against conventional aggression, because of the risk of escalation that threats to these interests entails (ex: the "Nuclear Umbrella" over W. Europe). Since active or passive defense is largely ineffectual in the nuclear age, protection must take the form of conflict prevention, or *deterrence*. At the core of deterrence is the ability to prevent a crisis from becoming a war, or a war from becoming a nuclear war. Maintaining *crisis stability* is thus central to preventing nuclear war between adversary powers, and this maintenance is the first priority of *any* conscientious nuclear weapons policy.

The Freeze-controversy is actually a debate over *means*: in its most responsible form, an argument between those who believe new weapons can enhance crisis stability and those who believe they must either undermine it, or be of no use at all and hence wastes of money.



To most people, crisis stability is a fairly simple matter based upon the commonsensical notion that the ability of two societies to destroy one another is wholly adequate for preventing them from engaging. Yet, as it will be shown, neither the Soviet Union nor the United States has *ever* officially embraced the idea that the nuclear peace is kept through the threat of mutual annihilation (the doctrine of Mutually-Assured Destruction, or MAD), despite the popular assumption they must have. To explain this seemingly paradoxical behavior a paradox itself must be used: the so-called "paradox of deterrence." First noted by Bernard Brodie in the late 1940s, it states that what is rationally necessary for deterrence in the nuclear age may not be rational in the event deterrence fails. Put more simply: will one *really* destroy an opponent's society (and hence, one's own) in response to a nuclear attack on an aircraft carrier, an ally, or even an ICBM field?

"Deterrence" means complete deterrence, and the latter obviously relies upon the ability to respond to *any* threat, not just one variety or a few. For this response to constitute a *credible* contribution to crisis stability, it must be a "realistic" one. Potential threats can be graded by type and extent, therefore, the options available for response must also be. If one's options are quite limited, and hence bear little relation to broad portions of any potential threat-spectrum, the credibility of deterrence in crisis situations involving these threat-types must be diminished. Because this concept of *response* to a continuum of threats is central to crisis stability, the *ability to fight* a variety of conflict-types is essential for effective deterrence. Possessing assured destruction (AD) capabilities only will not credibly deter many types of nuclear (not to mention, conventional) aggression, since it would be foolish to respond to a limited nuclear threat with an all-out counterattack that constituted national suicide. Given our goal of maximizing crisis stability, some sorts of judiciously chosen war-fighting capabilities are necessary.

Admittedly, the risk that a nation might employ AD capabilities against other than massive provocations is ever-present, and this uncertainty is a powerful deterrent force taken by itself. But even this seemingly intuitive conclusion depends upon another component of crisis stability taken for granted by most on both sides of the Freeze debate: the doctrinal component. If the acid test of deterrence is maintaining stability in times of crisis *between* nations — between governments and their defense establishments — then much depends upon what each side is after and how each side thinks deterrence is accomplished (and for which adversary). Because deterrence is a *mental* event, the doctrinal component will determine the preconditions of crisis stability. It will also determine the character and size of each side's arsenal, the character, extent, and circumstances of their use, what constitutes success or failure in conflict resolution, and it most likely will be the cause of the crisis itself as well. Despite the rather small amount of attention it has received, then, the doctrines held by adversary nations' defense establishments are really the most important component of deterrence.

It may seem inconceivable to Americans that any nation could adopt a strategy which did not recognize the primacy of mutual hostage relationships in the deterrent function, or one that would not be adequately pacified by the possibility of MAD, yet these intuitions are actually assumptions taken from nuclear reality as it is perceived by most in the West. Given MAD's aforementioned lack of utility, the possibility of alternative doctrines must be admitted. There are three major components of crisis stability which therefore must be discussed in any critique of the Freeze: *doctrine* because of its centrality, *capability* because of the importance of viable response, and *number* because of its importance to the AD-function and for the raw threat to human survival it represents.

For our purpose, the Freeze is best analyzed as an argument whose conclusion follows logically from a set of assumptions about the present and future nuclear situations. Both the Freeze itself and its founding assumptions are of the sweeping, absolute nature characteristic of its liberal origins; it thus lends itself to proof or disproof. Each assumption is essential. Given all of them, the decision to freeze now is our best policy choice. If one or more prove false, the Freeze is either misguided or mistimed. Either way, the Freeze should never be looked upon as a replacement for traditionally-negotiated arms control; it is at best a first step.

As I understand it, the Freeze states that assuring crisis stability has become synonymous with assuring arms-race stability. This conclusion is based on the following assumptions:

1. No *more* weapons are desirable because those already extant are sufficient for vast overkill of both superpowers' populations and industry under any conceivable circumstance.
2. No *new* kinds of weapons — particularly those intended for war-fighting (counterforce) use — are desirable, because:
   a) this guaranteed overkill is all that is necessary to prevent nuclear war since both the USSR and NATO place primary emphasis on the function of MAD in the deterrent role;
   b) the Warsaw Pact and NATO are at a point of unprecedented essential "parity," thus the Freeze can entail no disadvantage to either side;
   c) conventional weapons developments, which are not covered by the Freeze, cannot endanger this parity;
   d) the accord is adequately verifiable; and
   e) it will facilitate reduction of total weapons more so than the procurement of *any* new capabilities by either side.

Even before proceeding, it is obvious that 2a (which I call the fundamental premise of the Freeze, because it reflects the mind-set to which the Freeze appeals) is problematic due to Brodie's Paradox and the subsequent importance of realistic war-fighting capacity. This distinction between what is necessary to deter and what is necessary if deterrence fails is lost upon most in the Freeze movement. Although it does not automatically void the Freeze-concept, this error has reduced in the public mind a complicated issue frought with doctrinal and capabilities concerns into a seemingly simple one concerning only quantity. The latter will determine the consequences of a nuclear war, of course; but given that the Freeze, or even large cuts, will not significantly affect the number of people which can be killed (indeed, doing so would entail tampering with the AD strategy which most people believe keeps the peace), it is the *risk* of war that is our primary concern. We will see in the following paragraphs that many responsible objections can be raised to the statement that freezing the arms-race now is the best way to lower this risk.

It is possible to be quite certain about the evolution of American nuclear doctrine to the present, but any account of its Soviet counterpart will be more tentative. There are, however, a number of sources from which a reliable synthesis of the latter can be drawn, notably: weapons procurement and deployment histories, classified and unclassified texts, speeches by major figures, and politico-military history both before and during the nuclear age. US nuclear history will be discussed first.

Until the late 1970s, the policies declared by our government were of the publicly-acceptable MAD-variety. The policies which would have actually governed the use of US nuclear weapons in wartime were quite different, however. This distinction between rhetoric and actual employment policy originated in 1948 with the publication of National Security Council Document #68, which anticipated the Russian's

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Op-Ed

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imminent acquisition of nuclear capabilities, and the subsequent development of credibility problems like those Brodie had predicted. NSC-68 signalled the start of a US nuclear doctrine distinct from the strategic bombing policies of the immediate post-war period. It also touched off a lengthy and lively debate within the US defense establishment between those in favor of credible war-fighting abilities and those opposed. President Eisenhower, partly because of his desire to limit spending on standing armed forces and partly because he thought his threat to use nuclear weapons had helped resolve the Formosa Strait and Korean crises, decided in his "New Look" to favor the AD arguments and adopt a strategy of massive retaliation against any aggression. Even this strategy gave counterforce targeting first priority in its employment policy, however.

Eisenhower's successor, John Kennedy, was elected largely because of his effective criticisms of the former's defense policies, particularly their incredibility at a time when the US and its nuclear forces were perceived to be vulnerable to surprise attack. To ensure the continued credibility of US deterrence, then-Secretary of Defense Robert McNamara initiated a number of policies which remain with us to this day: a combination of strong conventional forces and nuclear forces, secure from attack, which provide a number of viable response options. To the extent to which the nuclear arms-race has been governed by doctrine, the two decades since have been marked by continued efforts to upgrade secure second strike capabilities in the face of improving counterforce (CF) and defensive technologies.

The initial reaction to McNamara's policies was negative: American "hawks" and the Europeans thought a retreat from massive retaliation showed a lack of resolve, and "doves" thought policies other than MAD increased the risk of nuclear war. Their implementation was thus delayed until the early 1970's, when a convergence of rhetoric and policy began under President Nixon and his Secretary of Defense Arthur Schlesinger. Although Nixon's commitment to the 1972 ABM accord was construed by most as a renewed commitment to MAD, the detailed SIOP (single integrated operations plan) prepared by Schlesinger showed otherwise. Under Ford and Carter the convergence was largely completed, and the SIOP progressively modified to reflect the present "countervailing" strategy. The AD-function remains central to this strategy, as it has to American defense thought, but most of the present SIOP is devoted to a variety of war-fighting measures intended to control escalation and deny objectives to the USSR.

Seen from this perspective (and with the exception of recent statements about space-age Ballistic Missile Defense, or BMD), the Reagan Administration does not represent a departure from past strategies. Instead, its policies represent another step in a process of accomodation that has gone on since the 1940's. It is the recent convergence of rhetoric and policy and the Reagan Administration's mishandling of certain highly visible defense and diplomatic initiatives, which are responsible for the widely-held illusion that the present emphasis on counterforce (CF)-capable weapons is somehow new or arbitrary.

If US nuclear history is best seen as a process of accommodating strategy to technological realities and possibilities, Soviet nuclear history is best viewed as an accommodation of evolving technology to a doctrine that has remained stable since its inception. Traditionally, Russia has been a country justifiably unable to trust its neighbors. More recently, Soviet Russia is committed to the promulgation of Marxism-Leninism, an ideology which tends to unfavorably caricaturize the Western "democracies." Because *punishment*-based deterrence and policies designed to limit escalation through diplomacy require international trust, and because Marxist-Leninists cannot accept the possibility of industrial society's artifacts threatening what is to them its inexorable progression towards socialism, the Soviet leadership has embraced, since the very beginning of the nuclear-age, a policy of deterrence through *defense* and *denial of objectives* instead of through punishment. And above all the Soviet military establishment has been committed to limiting the damage incurred in a nuclear war by the nation they perceive as socialism's prime-mover. The Soviets, like many in the West, think nuclear war must *inevitably* escalate to very high levels if given the chance. They are thus not only unwilling to trust their adversaries to control escalation — as we must — they have committed themselves to a variety of unilateral damage-limiting (DL) measures: a vast air defense system, the world's only extant strategic ABM system (and a much more intense BMD development effort than our own), civil defense, anti-submarine warfare, and most importantly — the achievement of escalation dominance through successful pre-emptive CF strikes (CF/DL).

Pre-emption in times of verifiable crisis must be distinquished from an out-of-the-blue first strike. The Soviet strategy is not irresponsible; it simply reflects their perceptions that it is better to depend upon one's own nation than upon another for something as crucial as limiting the extent of a nuclear war, that the ability to inflict more damage than one is likely to receive enhances deterrence if it can be accomplished, and that it is insane to embrace a policy (MAD) that ensures the eradication of the society it is intended to protect in the event deterrence fails. Herein lies the explanation for the Soviet's continued efforts in DL technologies — most of which have delivered only limited benefits — and in CF.

At present, the only reliable unilateral DL method is the removal both of an opponent's ability to respond in kind or escalate to its advantage. For the Soviets, then, deterrence is a function of the ability to destroy large portions of hostile arsenals before they can be used, interfere with the function of surviving portions, and render senseless the use of portions that cannot be interdicted.

To me, it is fascinating to note that both the Soviets and Westerners in favor of the Freeze look at deterrence so similarly. Neither recognizes a distinction between what is necessary to prevent a conflict and what is necessary to control one once it has started — indeed, neither believes that nuclear conflicts can be mutually-controlled. Yet, their conclusions about the importance of war-fighting ability contradict. Clearly there is a lesson to be learned. Although it would seem intuitive that the unprecedented power of nuclear weapons would be enough to force an unprecedented consensus about them, political, national, and even religious ideologies remain the major determinants of actual nuclear policies. This situation is certainly unfortunate. But policies which ignore its reality and assume consensus without providing incentives to achieve the latter — incentives which must themselves appeal to the traditional, parochial determinants of defense and diplomatic thought — are unworkable and subject populations to an increased risk of conflict.

Fortunately, some convergence of Soviet and official US nuclear policies has occurred. The USSR has invested in secure retaliatory AD capabilities, and the US in CF. But the two sides' doctrines and force-structures still differ radically, and these differences diminish crisis stability as well as the prospects for significant reductions. The Freeze would crystallize these destabilizing distinctions. And if *either* side could gain *any* advantages by continuing present policies under the Freeze, more dangerous differences between doctrines and force-structures would arise.

Before any discussion of weapons-capabilities or weapons-quantities can be carried through, the question of future US doctrinal commitments must be answered. I think all will agree our primary emphasis must be on assuring crisis stability. Stopping the arms race and facilitating arms reductions — if they are not synonymous with the former — are secondary.

Today, scientists can create new life forms in modern laboratory facilities...
Ta-da!
glorp?
glorp?
Nuclear science has made vast progress as well...

CF is here to stay. Even if Brodie were somehow wrong, CF weapons cannot be preferentially eliminated because the Soviets are unwilling to forego the weapons-type that presently is central to their doctrine and to their arsenal. President Reagan's failed START talks and the Soviet's obstinacy in the ongoing theatre-level negotiations clearly show this unwillingness; and given the greater importance of CF-capable weapons to the Soviets, who can blame them? Unilateral elimination of CF weapons and targeting by the West would be unwise, since it would leave us with no alternative to AD, a strategy only credible at the highest levels of potential conflict. Any responsible Western policy must, therefore, accept the reality of counterforce and seek to exploit it to ensure crisis stability. In addition, this policy should generate pressures that will force a convergence of the two superpowers' doctrines and force-structures, and hence improve chances for stopping the arms-race.

The fundamental premise of the Freeze is not merely problematic, then, it is wrong. The ability to fight *is* important, both because of Brodie's theory and because of the irrevocable fact of Soviet CF-deployments. Indeed, as we will see, the USSR is ahead of the West in these deployments, even though CF-technologies were avaliable here first. It is not possible for the West to emulate the Soviet Union, however, for the obvious reason that crisis stability would be undermined if both superpowers were committed to a pre-emptive CF/DL strategy.

Given both the Soviet's predilection for viewing deterrence as a function of war-fighting ability, and their obsession with damage limitation, highly lethal weapons will deter them more effectively. Given also that their primary DL method is one of pre-emption — and that for reasons of crisis stability ours must therefore be a retaliatory one — these very lethal weapons must be secure from attack. This combination of lethality and survivability will best deter the Soviet Union, because it doubly thwarts their DL goals and removes any incentive for pre-emptive escalation. Weapons which are lethal and vulnerable *must* be avoided, of course, since they provide even more incentive for pre-emption.

Ideally, the lack of incentive to attack first should be reciprocal. If any existing capability-gap can be closed and any future one prevented, the closure of any survivability-gap will become the pre-eminent concern of both superpowers, since parity will cease to be defined in any but these latter terms. Bringing the relative vulnerabilities of the two sides' forces closer together will inevitably involve a convergence of their structures — and the forced obsolescence of destabilizing pre-emptive strategies.

The most common criticisms of doctrines like my own are that accepting the possibility of limited conflicts makes them more likely, and that the mere existence of weapons designed for different conflict levels makes a progression through these levels towards holocaust nearly inevitable. I must disagree. Both the USSR and the US hold to doctrines which clearly state that even "limited" wars will involve the certainty of unacceptable damage, as well as the chance of escalation to levels of socially-lethal damage. All either side has really sought to do by emphasizing war-fighting ability is prevent the latter from becoming a certainty in the event deterrence fails. If one looks at escalation as an activity that entails progressively greater risk to one's own society, it is easy to see that the *decision* to escalate is one made only if the perceived likelihood exists for gaining advantage. This incentive is eliminated if both sides possess highly-capable, highly-survivable weapons.

It is not valid to look upon voluntary escalation as an unobstructed path paved with a succession of weapons. It is, instead, a set of gates — each one representing a risky decision — and each one closed by weapons which eliminate the possibility of gain at any conflict-level. It can, of course, be said that war is an oft-bungled, highly-uncertain, and sometimes vengeful affair, and *in*voluntary escalation may thus still occur. This risk will exist with the Freeze as well as without it, however, since so many war-fighting weapons are already in service. Possessing weapons that make the failure of any given escalatory step *certain*, and continuing the procurement of technologies providing successively more reliable and secure command fuctions, are thus the best options for reducing the possibility of involuntary escalation as well, since they reduce the chance of misconception and render any act of vengeance necessarily self-defeating. Put differently, the proximate *certainty* of denial will deter more effectively than the distant *risk* of reciprocal devestation, particularly if one considers that the Soviets think in precisely these terms. If one considers as well that any AD exchange will almost certainly be escalated-*to*, preventing escalation at lower conflict-levels where the AD-threat will not deter effectively becomes even more important.

The new technologies becoming available certainly offer survivable CF weapons which can be more reliably controlled (this is not to say the ones being selected by the present administration are the correct ones, however). Given that a combination of war-fighting and AD capabilities best assures the nuclear peace, the two questions which must be answered in next week's discussion of the other two components of crisis stability, capability and number, are: can presently existing weapons provide for adequate war-fighting and AD potentials as well as for the doctrinal and force-structure convergences we seek? And can any situations arise exclusive to the Freeze in which this provision will be endangered?

The Freeze must pass both these tests to be our most sensible, and most moral, choice.

This op-ed is the first of a two-part series. The author and **The Spectator** *request that any letters be written* after *the second piece.*

Letters

Board clarifies decision

To: The Hamilton Community

The discussion surrounding the recent decision of the Appeals Board in the case of Elspeth Brown and Margaret Irwin has raised important issues about our judicial process, and we hope that it will lead to a better understanding of that process, and possibly to its improvement. Unfortunately, the discussion has been clouded by a number of factual misperceptions. In the interests of a more productive dialogue among the members of the College community, we would like to make the following points:

1. Whatever one feels about substantive vs. procedural reviews, the current Constitution is quite clear that both are allowed. While the Appeals Board would, of course, follow any new rules, as soon as they are incorporated into the Constitution, the Board is not in a position to design new procedures on its own. For the record, the Appeals Committee has, in the past, heard cases on *both* substantive and procedural grounds, but this particular appeal was heard on *procedural* grounds alone. The issue of "ethics" did not come up at all.

2. The Appeals Board did *not* overturn the Judiciary Board decision: rather, it *reaffirmed* the J-Board verdicts (guilty) as well as its punishments (letters of reprimand). The only change instituted by the Appeals Board was to eliminate the letter of apology. This was done because the Board believed that while it is appropriate to punish people for wrongdoing, it is inappropriate to ask them to pretend to be sorry when they are in fact *not* sorry. The Appeals Board in no way condoned the removal of the sign from the door in Carnegie.

3. No one on the Appeals Board was in any way involved in the preparation of the case before the J-Board, and no one on the Appeals Board was asked — or agreed — to serve as an observer at the J-Board case. Anyone with such an involvement would certainly have removed him/herself from the case.

4. No one on the J-Board has approached the Appeals Board either orally or in writing to discuss the appeals process or any possible changes in it.

We hope that this will help clarify the issues now confronting the campus.

Edwin Lee
on behalf of the Appeals Board

Reactions to J-Board case

To the Editor and the Hamilton Community:

The J-Board and the Appeals Board have come under a lot of scrutiny lately due to the recent case involving two women charged with verbal abuse and destruction of property. A great deal of stress has been placed on the fact that the defendants are feminists and that their actions were political statements. This, indeed, may well have influenced the J-Board against them and influenced the Appeals Board for them. I will abstain from making judgments about the way the case was handled by either board; while I disapprove of the two women's actions, our shared political convictions and the work we have done together prevents me from being objective. Suffice it to say that this case gives the students, faculty and administration a reason to review judicial procedure.

I am not writing to discuss the J-Board, however, but rather to discuss some more general questions this case raises. At the time of the incident the defendants and a number of other people were participating in a vigil against rape, which was being verbally harassed by residents of a dorm. The defendants believed (I think erroneously) that their "victims" were contributing to this harassment. This fact does not justify such behavior — there were probably other ways of handling this situation — but it does at least explain it. I do not know everything that has happened to the two women involved, but I do know I wish I had a dollar for every time I have been verbally abused for being a feminist or simply for being a woman; I'd have enough money to pay off my student loans. One wonders how long a man would put up with similar attacks without retaliating in kind.

This spring's AD play is a perfect example of the sort of abuse of which I speak. I must confess I did not see the play, but I've heard all about it. That's not humor; that's slander! What makes it worse is that it is merely a public expression of what many people on this campus have to put up with all the time in private.

It is not just the outspoken feminists who get this. Any woman who seems the least bit inclined to stand up for her rights is fair game. This fall, a man began paying unwanted attentions to a friend of mine at a party. She politely but firmly informed him that such behavior was unacceptable. A perfectly reasonable thing to do under the circumstances, right? My friend was not only verbally abused (on top of being physically harassed!), but drenched in beer; the man in question evidently didn't appreciate being told he was rude. No one but the group of people she was with was taken aback by this behavior. Perhaps we should have gone to the J-Board about it, but what's the use when the witnesses take it as a matter of course?

As for destruction of property, I walked into Root Hall today and found a poster announcing a Gay Alliance event. It had been defaced by lovely sentiments such as "Kill the queers" and "Fags must die." (I may have reversed the order of the epithets here, but you get the general drift.) This is wanton destruction of property, and it was evidently carried out in front of a number of students and possibly faculty members — how often is the front hall of Root empty? In the two years I've been on campus I've seen innumerable posters defaced or destroyed because they expressed something that someone disliked. Usually the posters were advertising feminist events or Gay Alliance events, but some were merely announcing female speakers, poets, etc. I've seen things ripped down from doors and dorm walls, and very often it has been something other than random destructiveness. We have tried speaking to people face to face, writing to *The Spectator*, etc.; I'm sure someone has spoken to a dean or two. It hasn't helped. This does not make it right for us (feminists, gays, blacks, etc.) to go out and destroy other people's property — but it becomes more and more tempting.

There are many socially acceptable means of dealing with people whose positions you dislike or whose actions offend you. You can confront them face-to-face and try to talk it out. You write a letter to the editor, a protest song, an Op-Ed or an article if the situation warrants. In some cases you can even go to the J-Board. (For expample, the authors of last week's letter, "Straight as an Arrow," took the right approach; although I disagree with them on every point, I appreciate the fact they expressed their opinion as they did and not in some more violent way.) Frankly, though, a lot of us have tried these methods and nothing has changed. The offensive, sexist, violent posters are still there — and the Women's Center posters still aren't. Feminists still get abused for being feminist, gays for being gay, and women simply for being women. When we try to do anything by acceptable means, we are accused of being "shrill, humorless feminists" (I believe that was the expression used in a letter last week). Well, folks, the recent case put the shoe on the other foot. Tell me, is such behavior funny? Imagine being subjected to it on a fairly regular basis. Then ask why women and minorities on campus and all over the world are becoming more bitter and more violent.

Angrily,
Teresa Noelle Roberts '85

P.S. I'd like to thank Matt Cartwright and Geoff Pomeroy, who not only have taken down from their doors posters which several of their friends and neighbors found offensive, but apologized for offending us. Consider yourself exempt from my generalizations — you are proof that it is worthwhile to try!

To the Editor:

As members of the Hamilton College community, we would like to applaud the recent Appeals Board decision to modify the Judiciary Board ruling of April 6, 1983. We disagree with the J-Board's reaction to strike in protest of the Appeals Board decision although we feel that a more thorough explanation of the overruling may have been in order.

In last week's *Spectator* (April 22, 1983), the J-Board asked, "Who is in a better position to determine what is acceptable behavior for students, a group of ten students elected by the student body, or a group of three faculty members?" We agree with Tom Finn, chairperson of the J-Board, who said in the *Spectator* of April 9, 1982:

"It is not asinine for the faculty committee to overturn the J-Board's decision. After all, the faculty is, or should be, wiser, better educated and more objective in dealing with cases such as this, where someone's future is in jeopardy. Is it asinine for the Supreme Court to overturn a lower court's decision? No! The Supreme Court's members are better educated and more competent to make such a decision, just as the faculty committee was.

"It may seem at the outset that the faculty was undermining the J-Board's effectiveness, when in actuality the faculty committee was just insuring the right of every Hamilton student to a fair hearing and a fair sentence. I'm sure we would want the same for ourselves if we were in a situation such as these young men were. We should not be outraged at the faculty committee's reversal. Instead we should be glad that the founders of the J-Board had the foresight to include such an appeal process!"

Finally, we commend Todd Feitelson, the remaining J-Board member, for fulfilling his elected responsiblity and maintaining his commitment to justice at Hamilton College.

Sincerely,
Tom Moore '85
Bob Dennis '85

To the Editor:

It is my understanding that in the case involving Elspeth Brown and Margaret Irwin, the Judicial Appeals Board followed the appropriate procedures exactly. If they have acted as the Appeals Board should, the current J-Board has a grievance with their own Constitution, not with the Appeals Board or the school. For them to walk out and refuse to hear cases because they do not like the Constitution is wrong. When each J-Board member ran for his or her position, each *should* have realized that any case could be appealed.

Once an appeal is accepted the case is totally out of the J-Board's jurisdiction. "The decision of Judicial Appeals Board is final." (Constitution of the Student Body of Hamilton College Art. 5. Sec. 4) I am amazed that the current chairperson of the J-Board and next year's Student Assembly President would lead such a walk-out, when there are legitimate channels to change our Constitution. "This constitution may be amended by a two-thirds majority of the voting Student Body upon the recommendation of a three-fourths vote of the Assembly." (Constitution. . . Art.11.Sec.1) What is martial law?

Nathan Letts '83

To the Editor:

The faculty Appeals Board has made a circus of the Hamilton judiciary process. By condoning the verbal attack by Ms. Brown and Ms. Irwin, the Board placed the victims on trial. The message from the faculty was clear, "If you follow our political beliefs, you won't get punished." Had the assault been committed by fraternity members the faculty would not have questioned the J-Board decisions.

Now the victims are being taken to the J-Board for displaying their "offensive sign" in a public place. The fourth floor of Carnegie can hardly be considered a public place. Few students brave the four flights of stairs other than the accused and those students who live across the hall. I am one of the other students who live across the hall. I am one of the other students and I certainly do not object to the sign. The sign is being used by two students so they can become political activists. They are becoming political at the accused's expense.

It is not difficult to see why the J-Board is used so infrequently, since bringing a case before the board may very well place you on trial.

Yours,
Jay G. Williams III '83

Responses to the Marines

To the Editor:

I would like to respond to Mr. Fava, Mr. Lowell, Mr. Burns, Mr. Howell and Mr. Shutt by acquainting them with one real consequence of publicly expressing their intolerant and bigoted attitudes toward gay and lesbian individuals.

Peter was a friend of mine from high school. After graduation he attended the University of Pennsylvania and performed extremely well academically. He was also an outstanding athlete as well as a person who understood the meaning of true friendship and commitment to others. Peter also happened to be gay. As a very sensitive person, he could not understand the fearful, hateful, and hostile sentiments of those who condemned homosexuality and condemned *him* as a homosexual (sentiments like those expressed in your letter).

Peter visited me six weeks ago. During his stay, we discussed possible reasons why someone would be oppressive toward homosexuals, and identified three, namely, ignorance, fear that they may be homosexuals themselves, and plain perversity of character. We also discussed how he could most effectively deal with the oppressive attitudes and actions of those intolerant of his homosexuality. I recognized that Peter was suffering greatly on account of reactions by others to his homosexual orientation even though, in almost every other respect, he was considered an outstanding individual by those who knew him.

Four days after Peter visited me, he committed suicide by jumping off a seven story building located on his college campus. After getting over the initial shock of the news of Peter's death, I began to wonder exactly why he had taken his own life (at age 19). I wondered also what I would say to his parents and to his brothers and sisters when I saw them at the funeral. I then recalled our conversation of four days earlier. I came to believe that Peter concluded that the most effective way he could deal with the oppression he encountered in his life because of his homosexuality was to end his life. The only way he could escape the verbal abuse, the *written* obscenities, and the violence to his physical person was to destroy that person, was to destroy his own life. If, by now, my message has not

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Letters

More on Marines

continued from last page

become eminently clear, let me rephrase it in a more direct manner: *letters like yours propagate the intolerant attitudes and the oppressive atmosphere which lead gay and lesbian persons to acts of self-destruction.*

In stating this, do I intend to restrict your freedom of speech? By no means! You are entitled to believe whatever you wish and to express your beliefs openly. However, I do intend to bring to your attention one real consequence of holding intolerant attitudes towards homosexuals and of expressing them in the manner you have chosen. I also wish to inform you concerning the meaning of "responsible action." In his book *The Responsible Self*, H.R. Niebuhr (professor of theology at Yale Divinity School) speaks of responsible action in this way: "The idea or pattern of responsiblity, then, may summarily and abstractly be defined as the idea of an agent's action as response to an action upon him in accordance with his interpretation of the latter action and with his expectation of response to his response, and all of this is in a continuing community of agents." (p. 65) According to Neibuhr, then, the act of writing your letter was not responsible for it lacked certain "expectation of response" on your part concerning those reading your letter. If you expected that the response to your letter would take the form of a self-destructive act on the part of a homosexual, be it suicide or self-hatred, I believe you would not have written it. You, like any other person, would easily see that to write your letter in full knowledge of the consequences would be simply inhuman.

Persons who support Gay Civil Rights on this campus and throughout the world recognize the simple truth that all people have the right to freely choose whom they shall love. They also understand that to condemn, persecute, or otherwise drive to self-destruction those who chose to love persons of the same gender is utterly barbaric. Great strides *have* been made in helping people acknowledge their humanity in the form of support for the Gay Civil Rights Movement. Yet, the struggle is by no means over as is exhibited by your letter. As a gay individual, I am proud of where the Gay Movement has been and optimistic about where it is going. I sincerely hope that you may begin to understand the consequences that a letter like yours can and does have and that you will take them into account before you next lift your pens or open your mouths to make public your views.

Earnestly,
Tim Kane '83

To the Editor:

As a gay man I cannot let your letter of April 22 pass without comment, although the second paragraph is so ridiculous that it is difficult to know how to reply.

I am bewildered by the beginning of paragraph two. What exactly is your objection to our protest and what does Gandhi have to do with it? Webster defines a rabble as : "a disorganized or disorderly crowd of people." While I'm willing to admit that we were somewhat disorganized, I would hardly cally us disorderly. Even more confusing is your use of the word "petty." Back to the dictionary I went. The result? "1: having secondary rank or importance, 2: having little or no importance or significance, or 3: marked by narrow interest or sympathies." No reasonable person would imply that the issues of discrimination and militarism (however one chooses to define the word) are unimportant or insignificant. Certainly the third definition describes you more accurately than it describes us. After all, it's obvious that your letter is not, as you would have us believe, an intelligent criticism of our protest, but a puerile outpouring of your hatred and fear of gay people, known as homophobia (which is a personal defect). You have no facts to support your prejudice, so you must resort to name-calling. You avoid facing the issue by refusing to use the word "gay" or "homosexual" anywhere in your letter except where your reference to the Gay Alliance makes it necessary. I might add that you include being a woman under "various perversions," but I assume this is a result of bad writing rather than intent.

Why do you use the word "sodomists" instead of telling us who you're really talking about? I quote from John Boswell, professor of history at Yale, concerning the word: "Its etymology is probably a misprision of history, and it has connoted in various times and places everything from ordinary heterosexual intercourse in an atypical position to oral sexual contact with animals." (*Christianity, Social Tolerance, and Homosexuality*) The application of this word to gay people is a result of the story of Sodom and Gomorrah, Genesis 18:20 - 19:29. The Hebrew verb *to know* used in this passage appears 943 times in the Hebrew Scriptures, but only ten of those times does it have a sexual meaning. Even if it implies sexual contact in Genesis 19, the issue in quesiton is probably rape, not homosexuality itself. (Boswell, p.94) Many theologians agree that the real issue in Genesis 19 is inhospitality, a serious matter in the days when inns were rare.

Acquired Immune Deficiency Syndrome (AIDS) is "a sudden, 'unexpected' loss of immune strength and the subsequent arising of either Kaposi's sarcoma . . . or a number of equally rare infections . . . " (Nathan Fain's chapter in *The Advocate Guide to Gay Health*) So far the victims have been a small percentage o' gay men, a group of Haitian immigrants, three victims of hemophilia A, and some heterosexual) intravenous drug users o both sexes. Though I know very little about Islam, I doubt that Allah would c oose to curse Haitians or those with he nophilia. The truth is that no one knows for sure what causes AIDS, or how it is transmitted. Face facts — AIDS is a serious problem, but only a relatively small number of cases have appeared so far. There are gays in the Marines now, but I've heard nothing about AIDS in the armed forces. Discrimination *cannot* be justified.

I doubt that the writers of such idiocy as appeared under the heading "Straight as an Arrow" in last week's *Spectator* can offer "intelligent input" to *any* organization. But I would like to think that you are indeed reasonably bright and suffer mainly from a severe case of misinformation and societal conditioning. If so, there is hope. John Boswell's book is excellent and the Burke Library owns a copy. For more information about AIDS, start with *The Advocate Guide to Gay Health*, which is available for campus use in the Gay Alliance office. Talk honestly wth gay people. Talk with me. Anyone who feels so strongly about a group of people had better find out about them. Incidentally, how dare you suggest that I direct more of my energy toward protecting the environment than toward fighting discrimination against *me*! For the gay person, discrimination *is* an environment.

Unfortunately my name cannot be printed due to a situation at home, but I have authorized *The Spectator* to release it to any member of the Hamilton community who thinks it important.

Sincerely,
Name withheld upon request

To the Editor:

I address this letter not to the editor, but to the "several Officer Candidates" who submitted a letter to the April 22 edition of *The Spectator*.

Gentlemen, although I was neither part of the demonstration of April 15 nor witness to it, I despair to think that you actually mean what you wrote in your letter. To attempt to shed some light, I think it necessary to quote a letter which I received from a Major David Turner, U.S. Marine Corps in the second week of February, 1983. From among other incredible statements, I choose to quote this one: "...If you're a Realist, you're going to be interested in this offer [a Marine Corps career]. It's for college *men* (italics mine) only. Men with brains, talent and initiative . . . " If the women of Hamilton College yell "chauvinist!" they have every right to. The Marine Corps itself states that its offer is for men only. How can a government which women, as well as men, pay for deny them admittance into an organization which it sponsors? Gentlemen, that is discrimination on the basis of sex.

Regarding making public the demonstrators' "perversions": they obviously were able to accomplish more than that since they got you so upset that you felt that you must publish your feelings. Being a homosexual or being a feminist does not constitute personal defect and if their activities should be practiced in "private," should not your heterosexual and anti-feminist activities be subject to the same censure? Double standards frustrate me terribly. Other than your incorrect assumption that all homosexuals are sodomists, you seem to feel that God ("Allah") holds gays in particular contempt. If so, He must hold Hatians in the same contempt since they develop AIDS as well. I do not believe that you and I speak of the same God and I don't think that He has a place in your article. And, in that vein, for those of you who are Christian, I do not think that Jesus would have approved of your Marine Corps, but He would not have derided you for your participation in it.

Gentlemen, how can you suggest that the demonstrators who annoyed you put their energies toward a humanitarian cause when the organization, of which you aspire to be part, ultimately fulfills its office by killing and destroying? And as to your assertion that the Gay Alliance is a "decadent organization," I wish to point out that if gays were not harassed and ostracized by people such as you, they might not need an alliance so desperately from which to draw support.

My request, gentlemen, is that you review your article. I hesitate to believe that in an enlightened and intelligent community such as Hamilton, people like you actually harbor those ideas. Please think about it.

Thank you,
Jim Finster '86

To the Editor:

I write this letter in response to the statement issued by those protesting the Hamilton College policy which allows a military recruiter on campus. I leave the queston of whether or not the military is or is not sexist, militaristic, etc., out of this discussion, because those questions are irrelevant. I address instead the contention that "By allowing this organization on campus the College is supporting..." the organization.

This is just plain wrong.

The College no more supports these policies by allowing a recruiter on campus than it supports the practices of the Holocaust by offering a course on the subject. The College no more supports these policies by allowing a recruiter on campus than it supports Marxism by offering a course on that subject. The College no more supports these policies by allowing a recruiter on campus than it supports the tenets of Islamic thought by offering a course on *that* subject.

The Hamilton College Catalogue states, "The central purpose of the College is to develop in its students an understanding of the value of and uses of the intellect, and by doing so, to prepare them for a life enrichment and constructive influence free of the twin provincialisms of ignorance and arrogance." In simpler terms, the purpose of the College is to teach us how to make choices, not to make them for us. The College is educationally bound to provide its students the opportunity to examine issues of interest to them. This includes future careers (explaining the presence of the Career Center), which includes service in the armed forces. Thus, the college must at least provide, if not sanction, the recruiter's opportunity to interview the interested students that there are on our campus. The college must allow us this freedom of choice.

This thesis can be expanded into justification for all sorts of campus activities, from the Gay Alliance and the Women's Center to fraternities. However, the above example will serve. To conclude I say to those who protested, that your actions are censorship — the same censorship you would (hypocritically) protest were the library to begin burning books. I support your right to protest what you think is wrong, but I cannot even articulate my contempt for your arrogance in this petty argument at censorship. I was glad to see last week's letter from five Marine Corps officer candidates protesting *you*!

Ed Lyon '86

To the Editor:

In regards to the letter "Straight as an Arrow" (April 22, 1983), I cannot imagine any rational purpose for the printing of this letter. It represents biased opinion based not on reason but emotion. Such terms as "petty rabble," "various perversions," "personal defects" and "foppish dandies" make it blatantly clear that this letter is bent on name-calling. It is an outlet for personal hate and a demonstration of deep-seated fears. As such it is in no way conducive to any type of debate or intercourse amongst students. In effect it is slander.

Were someone to call a Pole an idiot; a Jew, a kike; an Irishman, a loud drunk; a black man, a nigger; or a woman, a weakling, that someone had better expect to get hit back hard either physically or verbally. The editors of *The Spectator* would never print such views or any other closed-minded opinions. But in this case the editors permitted a letter with very biased views about persons with different sexual preferences to be printed. They permitted one person to insult a number of individuals in public. The victims of these insults had no opportunity to strike back.

It seems that we will never learn that judgments should not be made about anyone on the basis of who they are, what they like, what they do or how they feel. The highest plateau any society can reach is the extension of equal opportunity for all to contribute what they can. Society should never withhold opportunities from anyone because of their individual nature. This is the worst possible form of victimization because it is telling someone that he or she is less than human.

Sincerely,
Name withheld upon request

To the Editor:

A whim? A joke? A spicy tidbit to enhance our otherwise humdrum college rag? These were our original impressions upon reading the letter entitled "Straight as an Arrow" appearing in last week's *Spectator*. But soon our half-hearted assessment of the focus of the piece fell more seriously on our ears. As we read the abrasive, abusive text of the article, we could not help but find ourselves alarmed at its undertones. As a result, regardless of the way in which this letter was intended (in a sense, giving the authors the benefit of the doubt in assuming its satirical flavor), we have decided it necessary to speak out — to comment on both the protest itself and the subsequent infantile response provided to us care of Officer Candidates: Shutt, Fava, Lowell, Burns, and Howell.

Firstly, with regard to the demonstration, we feel firmly that such a happening is a very positive vital part of any education — particularly the type of education for which we are on the Hill. In witnessing such a controversial event, we hope that the type of actions characteristic of such a protest will lead to some constructive, educational dialogue between both sides and perhaps to some internal debate as to our morals and

continued on next page

Letters

More on Marines

continued from last page

commitments. For after all, isn't the ability to deal with such problems and questions one of the vital lessons in a liberal arts education? We know we have many questions, ie. where is the line between defense and militarism; and we had hoped to learn from the ensuing debate. Specifically, we too often close our minds to the outside world and never put the lessons from our professors and books in confrontation with what is really out there — what sooner or later we are going to have to face and either accept or fight. We guess we are idealistic to expect that we can change the world using as our basis our Hamilton education. But just the fact that from such an education, thoughtful, inciteful opinions are developed and subsequently expressed, we can indeed attempt to come to terms with the concerns that will face us once we leave the Hill.

However, concerning the recent letter to the editor, it is just this point on which we feel it necessary to comment. Yes, we appreciate and respect the divergent opinions of others, but only if those opinions are expressed honestly, thoughtfully, and tactfully, As we see it, to write an opinion with the type of loaded language designed only to irritate and offend any dissenting opinion is not only non-educational but, more importantly, it is also counterproductive.

Men, if you want to take a genuine stance, do so intelligently, for only in this fashion will others ever take you seriously. If, however, you wish to satirize to foster response, do not do so maliciously, for no one gains from such a confrontation.

Susan Gittleman
Catherine F. Gioeli '85

To the Editor:

"Since when does the fact that someone believes strongly in something give them the right to abuse others?" (Crowley, *The Spectator*, April 22)

According to the letter submitted by the marine officer candidates, I am the offspring of a petty rabble, I am perverse and personally defective.

To the future marines who assert that their "purpose is to protect the rights of freedom that allow citizens such as [myself] to speak [my] mind," I say to you that I am a woman and a feminist and I am disturbed by your abuse.

Compared to Gandhi's fight for freedom which you call "phenomena of history," we are the petty rabble. I imagine that General Dyer used similar words to describe the Gandhian protestors assembled in the Jallianwalla Bagh before he and his men opened fire. History isn't simply a great movie about events that took place forty years ago halfway across the world. History is today, right here on this campus. Growing numbers of students are beginning to express their objections towards specific policies and attitudes which prevent them from acting as full members of this community. In several of last week's letters students were fearful of loosing their "rights." I ask that all of us take a closer look, and ask ourselves what majority defines these "rights" and whose interests do they protect.

Laura W. Orth '84

To the Officer Candidates:

Remember, please, that as Marines it will be your sacred duty to defend and uphold the constitution of this nation — ". . . life, liberty and the pursuit of happiness."

Mark Pisani '85

To the Officer Candidates:

We would defend to the death your right to write out your views — we would expect you to defend to the death the gays' right to be gay.

The Meek

P.S. May we suggest that a more suitable forum for your sick humor would be the *National Lampoon*. We would have had a great laff!!

To the Editor:

Regarding the junior marines, it seems incomprehensible that the same individuals who so anxiously desire to defend "democratic values" should have no understanding of the concept of freedom.

Matthew Levine '83

To the Editor:

In response to our Marine Officer Candidates:

Sirs:

I do not consider actionable libel a substitute for intelligent input.

Amy Vail '84

Editor's Note: Keith Howell, Gerry Burns, and John Howell (misspelled as 'Lowell') three "signees" of the letter in question, did not, in fact sign the letter. While they support the general message of the letter, they did not see or know of the letter until it was printed. **The Spectator** *was unable to verify the signatures and takes no responsibility for the misunderstanding.*

A dangerous attitude

To the Editor:

In last week's Letters section of *The Spectator*, several letters appeared which I feel are evidence of a dangerous attitude on campus. These letters are only the outward manifestations of an undercurrent of repressive, reactionary sentiments that if acted upon (as they were in the Brown & Irwin J-Board case) pose a grave threat to diversity and activism on campus.

The first of these letters was Mr. Vecchione's missive "We Hate Women." He describes the "ultra secret organization Men Against Ladies Equality, or MALE." I am very disturbed by MALE. I assume that the letter was intended to amuse its readers. I am sure that many people who read it made the same assumption and had a good laugh. I, however, see a grave error in laughing at MALE. Jokes are funny only because real situations and attitudes exist to joke at. It is reasonable to conclude, therefore, that there are people on this campus who laugh at MALE because their attitudes toward women are the same as those of MALE. That is a very frightening conclusion. It indicates that misogyny is alive and kicking at Hamilton College. If we laugh at MALE, then we are condoning misogyny and relegating women to a secondary place on this campus. "Jokes" like MALE are not funny; they are dangerous.

A second disturbing letter was the one offered by the Marine Corps officer candidates, "Straight as an Arrow." *1984* will have arrived if people like this become marine officers. Anyone who aspires to the virtuous qualities (supposedly) embodied in the U.S. Marine Corps while simultaneously stooping to mean, vulgar mud-slinging in a public forum certainly does *not* share the devotion to freedom and liberty of a Marine. I myself fear for my rights when confronted by such a person.

Did any of you stop to think about the implications of sentences such as these: "effective protest campaigns. . . are phenomena of history," "It will be an honor to take orders from any female who is charismatic and intelligent enough to assume command," and "It is appalling that this academic institution chooses to finance decadent organizations such as the Gay Alliance"? In just one letter, we come face-to-face with anti-pacifism, misogyny, homophobia and a general mood of repressive intolerance. That is truly frightening: aren't you bothered *just a little* that people like this want to "protect the rights of freedom"?

Here again, perhaps some of you took this letter as a joke. Here again, to do that is to commit a grave error. You must see that to accept these letters as jokes is to condone the sentiments expressed in them. You must question, question, question. Do not be unresponsive to the forces of repression. We are in grave straits, both on this campus, and everywhere. How lucky we are to have "foppish dandies" (?!?) and "petty rabble" to conduct "motley" protests! Thank goodness *someone* is thinking before they laugh!

Sincerely,
Joseph Flynn '83

Listen to others

To the Editor:

Changes are occurring on the Hamilton campus; that was apparent from last week's *Spectator*. Many letters were written that attacked both women and feminists. Women were referred to as "insensitive, hypocritical, humorless feminist(s)," "bitch," "perverse," and "personal(ly) defect(ive)." Feminists are gaining strength; conservatives are running scared. Feminist views do not prevail only in the Women's Center. After all, sixty percent of the programming on the Hamilton campus is feminist oriented. Anyone who is aware on the campus is aware of the feminist cause; its ideas are in classes, movies, and readings. The backlash that revealed itself in last week's *Spectator* revealed that feminism is reaching people. I did not like what was written but it showed that something is happening. We do not want you to run scared, we want to make you aware. Realize that women and feminists are all people. We would like to have rights just as you do. Instead of attacking why don't you listen to others' views. You might just learn something.

Liza Tommaney '83

I could I should I won't

To the Editor:

One of the classiest merchandising gimmicks to come along has got to be the *REBATE*.

You enter the store, spot the item you want, look at the price sign and think to yourself; that's a good deal!

The sign reads: $15.99
less 2.00 rebate

Your cost only 13.99 plus tax.

The catch, of course, is the card you must fill out, have validated and mail to the manufacturer *before* you can get your $2.00 rebate.

1. I could, I should, I won't be bothered doing this right now. Maybe next time. Later, you see the same item in the discount store two blocks away for $13.99 and could kick yourself.

2. I could, I should, I won't knock myself out taking my sales slip back to the store and demand the $2.00 difference based on the discount store's retail selling price. We can carry this on and on into the new t.v. games or appliances or even on into the new car field.

3. I could, I should, I won't send to G.M. for the rebate I'm entitled to today, perhaps I'll feel more like doing it tomorrow. Some tomorrows never come! Our lives are touched by many inequities and undeserved wrongs that don't have anything to do with money. At least not directly.

4. I could, I should, I won't go to the Union or Labor Relations Board because I was laid off while six people in my shop with less seniority are still working. Family relationships have often suffered as a result of this peculiar human malady.

5. I could, I should, I won't apologize even though I was dead wrong. It would be too embarrassing for me. I have found myself to be just as guilty as a vast majority of the people I have any knowledge of. The exceptions are a rare breed.

6. I could, I should, I won't bore you with any more of this harangue on a subject that might cause you to reflect and even take some positive action, *next time*.

H. Henry Getchell
Class of Hard Knocks

A little respect

To the Editor:

I was awed by the Rochester Philharmonic's Sunday evening performance and appalled by the actions of specific members of the audience. Even if one were to overlook the decrepit state of the Alumni gym, the shocking sparse audience and the fluttering of little wings, it would be impossible to ignore the deplorably rude nature of the students and adults who entered during the second movement of Bela Bartok's *Concerto for Orchestra*. The interruptions of this beautifully executed creation caused me to experience great humiliation and anger. Surely others felt similar emotions, compounded only by the cessation of the music and the look of utter disgust exhibited by Mr. Zinman. If we accept these inconsiderations as inevitable, then we must also recognize that it will become increasingly difficult to commission such renowned artist for future performances. The immeasurable benefits will be lost forever if we do not speak out against the inexcusable actions of a select few. I should like to believe that all concerned with culture at Hamilton College share my disgust.

Julie Brenner '84

AD apologizes

To the Hamilton Community:

It has been brought to our attention that some members of the Hamilton Community have taken offense to portions of our annual play. This was not the intent of the play, and we apologize to those who may have misinterpreted it as such.

The purpose of the play was not to offend or malign, but rather to present certain campus events, interest groups, and certain prevailing attitudes in an amusing and satirical light. Life at Hamilton is serious all too often; our play was meant to vent the frustrations of academic and social pressures, and give everyone on campus an opportunity to laugh at themselves and others.

Our interest was genuine. We apologize, however, that our means resulted in some discomfort.

Thank you,
The Brothers of AD

Look at your life

To the Editor:

It is obvious from the Letters page of last week's *Spectator* that one goal this college should perhaps add to its list is toleration of different thoughts and values. We are asked to acquire an "informed acquaintance" with a culture other than our own; as a feminist on this campus, and part of the "petty rabble whose only effect was to make public [our] various perversions which are a personal defect" (pg. 17), I feel as if I am from another culture. We are taught to tolerate the lifestyles of diverse groups that we may never come in contact with, yet it seems we refuse to look at our own lives right here.

Cathy Church '83

Editorials

Letters and Action

It's difficult to assess the recent outpouring of emotion, opinion, and feeling on this campus. On the one hand, we perceive a great deal of hatred and ugliness. Students have taken sides and lashed out at opponents — real or imaginary. The words we have been hearing reveal factionalism, and we are dismayed that when Hamilton students speak, it is often only to ridicule or criticize. On the other hand, these revelations do also show that students are not afraid to voice their opinions and that many want to become involved.

As editors of *The Spectator*, we find ourselves in the middle of these battles. The three full pages of letters this week mostly present opinions, concerning the recent J-Board and Marines incidents. The majority of these letters echo our sentiments on the two episodes — we support the modifaction of the J-Board decision and we condemn the Marine candidates who (unknowingly or not) demonstrated extremely poor judgment in last week's letter.

After the many letters, however, overstatement becomes a problem concerning these issues; so, we won't discuss the specific cases further.

But we *will* say more about the implications of the sheer volume of letters. We'd like to feel hopeful in observing that there is finally some meaningful discussion occurring on this campus because there *is* in fact discussion. Yet words are not actions. Letters (and editorials) are easy to write, read and digest. But, there is one extra step — meaningful action towards becoming a more cogent and informative student body. This *must* come if the recent events are to be considered fruitful experiences, if recent students expression is to be capitalized upon, and if we truly desire serious gains on our campus.

If action is not forthcoming, well, the Letters pages are always fun to read over a cup of coffee.

Op-Ed

A Marine's view

Gerry Burns

Unlike most Hamilton students, I can not spend four years in high school, four years in college, and then go out into the world and spend the rest of my life behind another desk. I can't do it. My life must be for some other purpose. It's not to make money, it's not to enter some company at the training program level and spend the rest of my life advancing, and it's not to continue with my formal education as it is going now because I've had enough. I suppose like most people my age I need a cause, I need something to believe in, and I need something to devote my life to. My career choices have rapidly diminished to one. That is a career devoted to my country, what it stands for, its people and to God. As an officer in the United States Marine Corps I can accomplish each of these with honor and with pride. I may die at the age of 28 while running a long range reconnaisance mission into some seemingly insignificant Spanish speaking country in Central America, but I will have lived a life of higher ideals and of greater honor than one of my peers who spends his life working up the ranks of IBM and dies of a coronary failure while cutting his front lawn in New Canaan, Connecticut at the age of 53. But now certain people on campus want to take this possibility away from me because the Marine Corps is militaristic, sexist, and discriminates against homosexuals.

Yes, the Marine Corps is a military organization. Our right to freedom, to peace, and to our American way of life can not be preserved by a group of pacifists holding daisies and carrying peace signs saying "Please leave us alone!" It is not the love for war that the Marines stand for but for the defense of the Constitution of the United States by the best military fighting force in the world. A marine does not thrive on the thrill of charging into battle to kill the enemy, but rather he thrives on the honor he feels when risking his life for what he beleives in — his country — and your country. The Marine Corps is an organization of men who choose to live by a certain code of honor, but they in no way represent aggressive military actions — only the defense of what we already have.

The effectiveness of a military organization, as with any other team, depends upon a mutual trust and unity. This feeling of trust is far more important in a military organization where life and death are at stake and the failure of one member could result in the death of the whole group. From the minute one enters the military, a sense of togetherness and equality is emphasized among the recruits. The fact that everybody wears the same uniform, has his hair cut the same length, and goes through the same indoctrination methods strengthens this unity. In a combat situation each marine has confidence in his fellow marine and only has to worry about his own duty to the group.

If there is, however, an obstruction to this unity, or any reason two men don't get along with each other, the effectiveness of the whole unit will be affected. In American society homosexuals are not considered equal. Most Americans either dislike gays, are afraid of them, or at best, tolerate them. Thus if gays were intermingled within our fighting force there would be disunity. A disunity that would alter the effectiveness of our military organizations. Until homosexuals are accepted by our society, they cannot be permitted to jeopardize the effectiveness of our defense. Unless the attitudes of our society change, the Marine Corps cannot admit homosexuals.

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Events

Friday, April 29

- Spring Theater Production. *The Waste Land.* Minor Theater. 8 pm.
- *Stripes.* KJ Aud. 8 and 10 pm.
- Independent Filmmakers Festival. A Program of Early Animated and Experimental Films. Science Aud. 8 and 10 pm.
- Campus Wide Party: SHORTS, SHADES AND TIES!! Bundy Dining Hall. 9 pm - 2 am.

Saturday, April 30

- NESCAC Tennis at Amherst.
- Women's Lacrosse at Union. 11 am.
- Baseball at RIT. 1 pm.
- Men's and Women's Track and Field at Albany. 1 pm.
- Softball at Cazenovia. 1 pm.
- Men's JV and Varsity Lacrosse at Union. 2 pm.
- *War and Peace,* Part I of IV. Science Aud. 3 pm.
- Newman Mass. Father John Croghan. List Recital Hall. 6:30 pm.
- *War and Peace,* Part I of IV. Physics Aud. 8 pm.
- Student Recital. Glenn Tomlinson '83. Chapel. 8 pm.
- Spring Theater Production. *The Waste Land.* Minor Theater. 8 pm.
- *Stripes.* Science Aud. 8 and 10 pm.

Conference — "Seeking Alternatives: Working In Social Change"

- Session I — Choice Process: How does one choose to work for social change? 1 pm. Panel I, Red Pit/KJ 109 or Panel II KJ 220.
- Session II — Maintaining Committment: How does one sustain one's committment to social change work? 2:45 pm. Panel I — Red Pit or Panel II KJ 220.
- Session III — Issues of Survivial: How does one put together a "career" in social change? 4:30 pm. Panel I — Red Pit or Panel II KJ 220.

Sunday, May 1

- NESCAC Tennis at Amherst.
- NESCAC Golf at Williams.
- Chapel Service. Rev. Jeffrey Eaton. Chapel. 10:30 am.
- Newman Mass. Father John Croghan. Chapel. 1 pm.
- Oratorio Society Concert. Alumni Gym. 2:30 pm.
- *War and Peace,* Part II. Science Aud. 3 pm.
- *A Safe Place.* KJ Aud. 3:30 pm.
- Spring Theater Production. *The Waste Land.* Minor Theater. 8 pm.
- *On the Waterfront.* Chem Aud. 8 pm.
- Independent Filmmakers Festival. A Program of Early Animated and Experimental Films. Science Aud. 8 pm.
- *War and Peace,* Part II. Physics Aud. 8 pm.
- *Stripes.* KJ Aud. 8 and 10 pm.

Monday, May 2

- NESCAC Golf at Williams.
- Softball vs. LeMoyne. 2 pm.
- Baseball vs. Utica. 3 pm.
- *War and Peace,* Part III. Science Aud. 3 and 8 pm.
- Men's JV Lacrosse vs. Binghamton. 3:30 pm.
- *A Safe Place.* KJ Aud. 8 and 10 pm.
- Lecture: Dr. John Kenneth Galbraith, Prof. Emeritus of Economics, Harvard University, "Capitalism in the Age of Organization." Chapel. 8:30 pm.
- Open House at the Hamilton College Observatory, weather permitting. 9 pm.

Tuesday, May 3

- Newman Mass. Father John Croghan. Chapel, 12 noon.
- Baseball at St. Lawrence. 1 pm.
- *War and Peace,* Part IV. Science Aud. 3 and 8 pm.

- Women's Lacrosse vs. Skidmore. 3:30 pm.
- Men's Lacrosse vs. Oswego. 3:30 pm.
- Men's JV Tennis vs. Colgate. 3:30 pm.
- Women's Track vs. RIT. 3:30 pm.
- *A Safe Place.* KJ Aud. 8 and 10 pm.
- Concert. Hamilton College Jazz Ensemble. Chapel. 8:30 pm.
- Lecture: Stanley Kaye, Princeton University, "Fusion as a Future Energy Source." Chem. Aud. 8:30 pm.
- Outing Club Movies. *Abyss. Solo. Climb.* 8:00 pm Red Pit. Admission Free.

Wednesday, May 4

- Bloodmobile. BCC. 9:15 am - 3:15 pm.
- Newman Mass. Father John Croghan. Chapel. 12 noon.
- Tennis vs. St. Lawrence. 3 pm.
- *Scared Straight* and *Every Two Seconds.* Physics Aud. 7:30 pm.
- *A Safe Place.* KJ Aud. 8 pm.
- Senior Fellowship Public Lecture. Michael Cooney '83. "Serf in Russian Literature: A Literary Emancipation." 8:30 pm.
- Wednesday Night Live. BCC Hub. 9 pm.

Thursday, May 5

- Newman Mass. Father John Croghan. Chapel. 12 pm.
- Baseball vs. Binghamton. 3 pm.
- Men's Tennis at Hobart. 3 pm.
- Men's Lacrosse vs. RIT. 3:30 pm.
- Meeting for those interested in traveling to China in January '84. KJ Aud. 4 pm.
- Spring Dance Workshop. List Dance Studio. 7:30 pm.
- Journal Club Talk. C. Duncan Rice, "Black Slavery and the Problem of Modernization." BCC Dwight Lounge. 8 pm.
- *Uncle Vanya.* Chem Aud. 8 pm.
- *The Seventh Seal* and *Virgin Spring.* KJ Aud. 8 and 10 pm.
- *Annie Hall.* Science Aud. 8 and 10 pm.
- Class Readings. KJ Red Pit. 8:30 pm.

Friday, May 6

- Board of Trustee Meetings.
- 10th Annual Stephen Fensterer Memorial Folk Festival.
- Women's Track and Field NAIAW at Rochester.
- Baseball at Hobart. 3 pm.
- Men's JV Lacrosse vs. North Country Community College. 4 pm.
- Spring Theater Production. *The Waste Land.* Minor Theater. 8 pm.
- *The Seventh Seal and Virgin Spring.* Science Aud. 8 and 10 pm.
- *Annie Hall.* KJ Aud. 8 and 10 pm.

Miscellaneous

- There is one Head Resident position for the 1983-84 year. The Head Resident has primary responsibility for the coordination of residence hall staff and operations. A full job description and applications are available in the Dean of Students Office. The deadline for applications is Wednesday, May 11.
- If you are interested in being an intern for C&D or Publications Assistant for the summer months, submit a resume along with a brief letter stating job preference to Karen Paulson, Office of Communications and Development, by May 6.

Upcoming

- There will be a seminar, "Update On Contraceptives," for Doctors, Nurses, Health Professionals, Educators, Students, and others on Friday, June 17 at Utica College. For more information, call Dorothy Nielson at (315) 724-6146.